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ABSTRACT

This guide is intended for use with students enrolled in cooperative occupational home economics programs. The following topics are covered in the individual modules: the basic principles of cooperative home economics; preparation for the world of work (choosing, finding, applying for, and exploring a job); safety, security, and sanitation (on and off the job); personality development (personality traits and job attitudes, the role of personality, effective communication, self-image); the role of government (the philosophy underlying taxation, federal and state income taxes, and social security services); income management (financial planning, savings and investments, banking services, credit, the importance of insurance, and good consumer practices); relations with employers and coworkers (employee responsibilities, employer responsibilities and expectations, and interpersonal relationships); progress on the job (pay increases and promotions, factors that influence productivity, training and education on and beyond the job, and entrepreneurship); and the place of the individual in the community (good citizenship and community organizations). Each module contains a list of basic skills that are taught and/or reinforced in the module, performance objectives, suggested learning activities, evaluation techniques, and suggested references and resources. A bibliography of additional teaching resources is also included. (MN)

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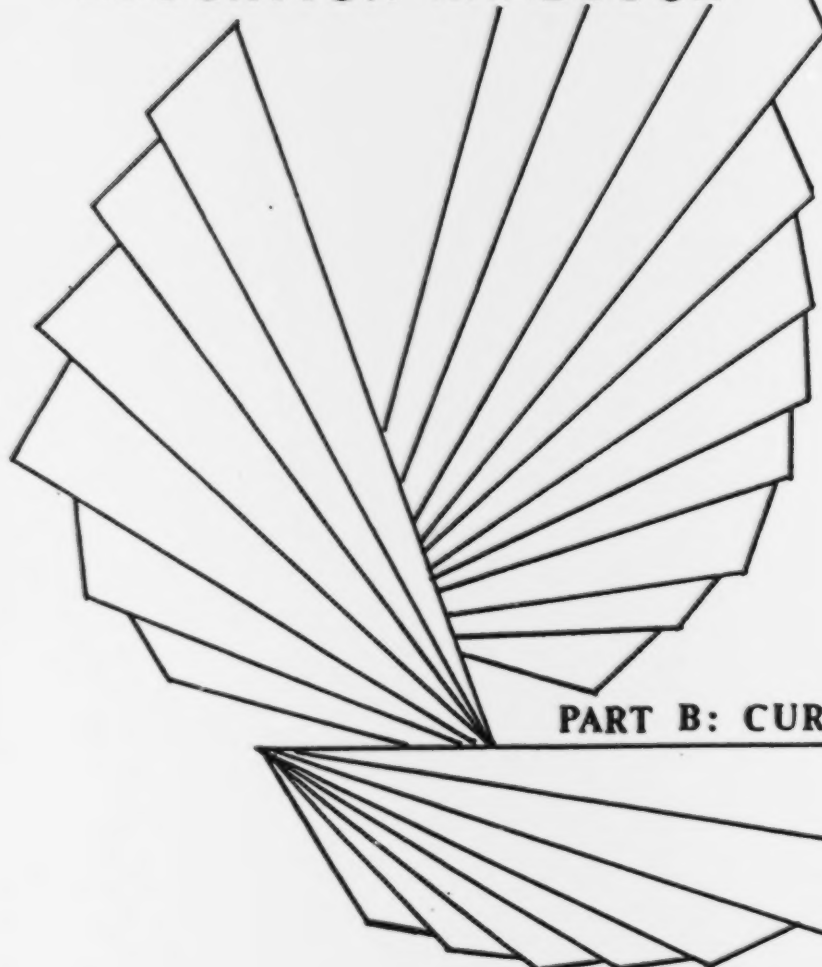
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THE NEW JERSEY COOPERATIVE HOME ECONOMICS EDUCATION HANDBOOK



PART B: CURRICULUM

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COOPERATIVE HOME ECONOMICS EDUCATION

New Jersey State Department of Education
Division of Vocational Education

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THE NEW JERSEY
COOPERATIVE HOME ECONOMICS
EDUCATION HANDBOOK

PART B: THE CURRICULUM

SAUL COOPERMAN
Commissioner

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Assistant Commissioner
Division of Vocational Education

1987

Revised by:

DOROTHY SPENCER, Consultant
Home Economics and Consumer Education

PTM 600.44

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COOPERATIVE HOME ECONOMICS EDUCATION

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The revised copy of this handbook was completed in cooperation with the New Jersey State Department of Education, Division of Vocational Education, by a consultant contracted through P.L. 98-524.

The contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

PREFACE

Cooperative home economics education programs provide opportunities for employment-bound and college-bound secondary students to explore and develop realistic career goals in home economics related occupations. The occupational areas include, but are not limited to, child care and guidance management and services; clothing apparel and textile management, production, and services; food management, production, and services; home furnishings and equipment management, production, and services; and institutional, home management and supporting services.

Students come to the program with attitudes, knowledge and skills developed in consumer and homemaking education and in occupationally specific home economics related courses. As students progress through home economics education, they learn more about themselves, their roles as members of a progressive society and their career alternatives in the multi-faceted field of home economics. Cooperative home economics education programs may be the culminating experience for some students and for others who may not have had any previous home economics courses, a last change to prepare themselves for employment in a home economics related occupational area.

Reports show that the cooperative education method of instruction, more than other methods of instruction, produces graduates who enjoy higher job placement and greater personal and job satisfaction. Cooperative education assists students in making the transition from school to work. We are pleased to present The New Jersey Cooperative Home Economics Education Handbook. It should be useful to the many administrators and teacher-coordinators who believe so firmly in and have dedicated so many hours to helping students become productive citizens.

Gordon Ascher
Assistant Commissioner
Division of Vocational Education

ACKNOWLEDGMENTS

The New Jersey Cooperative Home Economics Education Handbook was originally developed during the 1981-82 school year and field tested during the 1982-83 school year. Ellen Donahay, project director, was a former supervisor of home economics for the Edison Township Public Schools. Her dedicated and professional efforts are greatly appreciated.

Content authors were Ruth Walsh, department chairperson, home economics, Edison High School, Edison, who developed the curriculum modules and Dorothy Spencer, teacher-coordinator, Keyport High School, Keyport, who developed the administrative sections. We thank them for their hours of research and sharing their ideas.

No project would be complete without the guidance and assistance of an advisory committee. Serving in this capacity were: Barbara Arata, clothing occupations teacher, Bergen County Vocational-Technical School, Teterboro; teacher-coordinators Barbara Mackey, Hackensack; Carol Leone, Perth Amboy; Janet Gardner, Irvington; and Beverly Savidge, teacher-educator, Douglass College, New Brunswick.

The following teacher-coordinators contributed to the development of the handbook by field testing materials and providing valuable suggestions: Sandra Burke, Belleville; Frances Callan, Dumont; Helen Cocotos, Union City; Patricia Conklin, Neptune; Cora Foltz, Cranford; Carol Gabriel, Tinton Falls; Janet Gardner, Irvington; Beverly Greenberg, Spotswood; Carol Leone, Perth Amboy; Barbara Mackey, Hackensack; Jay Martino, Long Branch; Patricia Mayhew, Williamstown; Karen Opyoke, Deptford Township; Janice Vellutello Schott, Delran; and Joel Schrieber, Paterson.

In addition, we would like to thank the entire cooperative home economics education community for its cooperation and support.

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Dorothy Spencer, consultant, revised and updated the New Jersey Cooperative Home Economics Education Handbook.

The art work was designed by K. Irene Chen, a member of the Future Homemakers of America Chapter of South Brunswick, under the guidance of Linda Fekete, advisor.

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A SPECIAL THANK YOU TO...

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INTRODUCTION

The New Jersey Cooperative Home Economics Education Handbook (Part A: Administration and Part B: Curriculum) has been developed to assist administrators and teacher-coordinators in the planning, implementation and evaluation of quality cooperative home economics programs. Labor market shifts and demands necessitate relevant educational programs which address employment needs. The cooperative education method of instruction allows for a flexibility and immediate response to these changes taking place in business and industrial communities. The handbook content should not be viewed as a mandate, but as a guide in conducting programs.

The curriculum has been written to assist teacher-coordinators with the numerous learning experiences that can be presented in the related class.

The format has been designed to facilitate....

the rearrangement of modules....

the addition of new modules and/or
new materials....

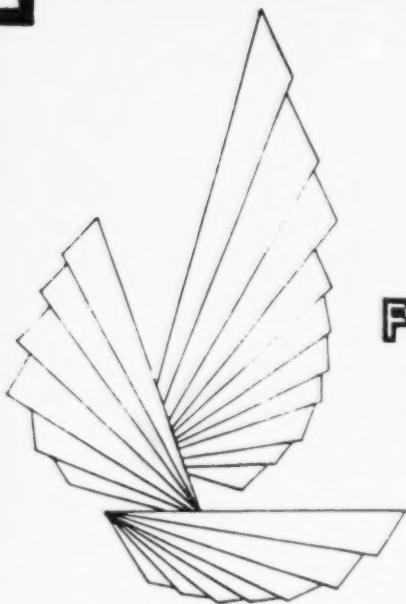
the deletion of outdated modules
and/or materials....

the updating of resources and
references....

and the writing of teacher notations
directly in the guide.

By integrating the teaching and reinforcement of basic skills into the curriculum, teacher-coordinators can assist students to make the transition from school to work an easier more successful one. Mastery of the basic skills is essential to meet individual student needs, to help students achieve present job success and to be prepared to compete in a complex, technological world after graduation.

For the teacher-coordinator's convenience, the basic skills covered are listed at the beginning of each module.



PART B

THE CURRICULUM

- MODULE I ORIENTATION TO C.H.E.**
- MODULE II PREPARING FOR THE WORLD OF WORK**
- MODULE III SAFETY AND SANITATION**
- MODULE IV PERSONALITY DEVELOPMENT**
- MODULE V THE ROLE OF GOVERNMENT**
- MODULE VI MAKING THE MOST OF YOUR INCOME**
- MODULE VII YOU, YOUR EMPLOYER, AND COWORKER**
- MODULE VIII PROGRESS ON THE JOB**
- MODULE IX YOUR PLACE IN THE COMMUNITY**

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COOPERATIVE HOME ECONOMICS EDUCATION

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COOPERATIVE HOME ECONOMICS EDUCATION

MODULE I

ORIENTATION TO C.H.E.

UNIT 1 INTRODUCTION TO THE PROGRAM

MODULE I

COMPETENCIES

Upon completion of this module, the student should be able to demonstrate the following competencies in the classroom and/or at work by:

Defining cooperative education, listing the various types of programs and the backgrounds of each.

Correctly completing the forms used both in the related class and on the job.

Listing the requirements and policies of the Cooperative Home Economics Education Program.

Describing the laws governing the employment of minors.

Listing and explaining all payroll deductions.

Describing the FHA/HERO program.

MODULE I

TEACHING AND REINFORCING
BASIC SKILLS

The following basic skills are taught and/or reinforced in this module:

READING

Critical comprehension
Literal comprehension
Inferential comprehension
Vocabulary building

WRITING

Organization of ideas
Sentence structure
Composing skills

MATHEMATICS

Problem solving
Computation (Basic Operations)

COMMUNICATION

Speaking clearly
Speaking to convey a message
Listening skills

MODULE I ORIENTATION TO COOPERATIVE HOME ECONOMICS

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to give a brief history of Cooperative Home Economics Education.	Give a brief history of Cooperative Home Economics Education. State the purposes of the program. Bulletin Board suggestions: Pictures of last year's C.H.E. students with job description under each. Map of community and nearby areas with a "flag" showing the work stations of students in the class who are already working. Add flags as students are placed on jobs. Finished map can serve as a good public relations device for Open School Night, Employer Banquet, etc.
The student will describe how the program can help her/him prepare for the world of work.	Have former students visit class to tell their experience in the C.H.E. program. Suggestion: give the guest student a brief outline of the major points you want to cover. Talk should be positive and helpful to present students.
The student will be able to list five requirements of the program.	Teacher hand out course proficiencies and local guidelines form and discuss with class.
The student will be able to correctly complete all forms used for both the related class and the work experience and describe the reason for each.	Have each student develop a folder or notebook for forms related to the C.H.E. program. Teacher will explain/discuss each form, explaining the purpose and directions for using.

UNIT 1 INTRODUCTION TO THE PROGRAM

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Write a brief history of the Cooperative Home Economics Education program.

New Jersey Cooperative Home Economics Education Handbook.
Part A. Section I.

Have each student complete the following sentence orally in class: "I feel the C.H.E. program will help me"

Students report on location of jobs and classify by type.

Local realtor may be good source for community maps.

Students write an essay reacting to talk by guest speaker.

Guest speaker: Former C.H.E. student.

Records of follow-up studies of former students.

List five requirements of C.H.E. program in your school.

New Jersey Cooperative Home Economics Education Handbook,
Part A. Section III.

With teacher direction, students will place forms in folder or notebook. This folder stays in the classroom for ready access.

New Jersey Cooperative Home Economics Education Handbook,
Part A. Section III.

MODULE I ORIENTATION TO COOPERATIVE HOME ECONOMICS

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
	Using a sample payroll stub, have students practice entering wages and hours on appropriate form. Repeat after student has received first pay. Accuracy is essential. To avoid loss of pay stubs, staple or keep in pocket in folder. Class time should be allotted for entry of wage and hour information. Entries should be initialed by teacher. Teacher should keep copy of record.
The student will be able to list five school policies regarding Cooperative Home Economics Education.	Using the transparencies and an overhead projector, view and discuss sample attendance, accident, and all forms used by your school. Clearly state school policy on all rules.
	Call-in system should be established for students who are absent. Student should notify employer and school. Teacher-coordinator should check local policy is followed.
The student will be able to list the student affiliates of vocational education and describe the FHA/HERO group in particular.	Using transparency of student affiliate organizations: logos, describe the scope of these student groups and list their general purposes focusing on FHA/HERO in particular.
	Have students brainstorm:
	1. How can the C.H.E. program help prepare me to enter the world of work?
	2. Of what value should membership in FHA/HERO be to me?
The student will be able to describe laws governing working conditions, wages, affirmative action, and employment of minors.	Have a guest speaker from the Department of Labor present information on Federal Wage and Hour Laws, the Equal Pay Act, and the Civil Rights Act.

UNIT 1 INTRODUCTION TO THE PROGRAM

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Student accurately keeps record of hours, wages and payroll deductions.

Student will list local school policy when given a topic.

New Jersey Cooperative Home Economics Education Handbook, Part A. Section III.

Have students prepare a bulletin board showing all the student affiliate organizations.

Vocational Student Organization Logos. B.I.7.

Have students discuss the FHA/HERO organization and begin steps to organize a class chapter including state affiliation.

Given a list of labor laws, students describe briefly what the law provides that helps workers. Have students list occupations in which 14-15 and 16-17 year olds may work.

Guest speaker: Representative from the New Jersey Department of Labor.

MODULE I ORIENTATION TO COOPERATIVE HOME ECONOMICS

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
	Discuss hazardous occupations and occupations in which 14-15 and 16-17 year olds may work.
The student will be able to exhibit a willingness to follow work laws and regulations set up for the worker's protection.	Duplicate form for obtaining working papers. Using overhead projector, have students fill out form as you demonstrate and clarify each part.
	Formulate a student agreement plan that includes rules and regulations each student will follow. Have each student sign an agreement and retain it in her/his personal folder.
	Periodically, refer to agreement and have each student do a self-evaluation regarding her/his willingness to follow rules and regulations both at work and in the classroom.
The student will be able to list and explain all payroll deductions.	Provide students with copies of payroll stubs and discuss reasons for common deductions, such as F.I.C.A., F.I.T., State Income Tax, Disability Insurance, Unemployment Insurance, and Workers' Compensation. <u>Note:</u> Be sure to instruct students that as participants in a cooperative education experience, they are not eligible for Unemployment Insurance.
The student will be able to compute hours worked and pay due her/him.	Demonstrate to students how a time clock works and how to figure holiday hours and over-time pay.
The student will be able to keep accurate records of her/his hours on the job and wages on her/his job.	Review with students forms to be used in keeping accurate wage and hour records. Have students complete a sample form to be placed in their notebooks.
	These records are to be kept weekly, totalled monthly, and finally, totalled for the year.

UNIT 1 INTRODUCTION TO THE PROGRAM

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

EVERY STUDENT MUST HAVE
WORKING PAPERS.

Student and parents will
sign agreement.

Given a payroll stub,
students will identify
the deductions indicated
on the stub, explain their
purposes, and tell which
are required and which
are optional.

Note: Students who are
already employed may use
their own payroll stub.

Give students an exercise
in figuring extra pay.

Child Labor Laws and Regulations.
B.I.8.; Child Labor Laws Abstract.
B.I.8.

New Jersey Cooperative Home
Economics Education Handbook,
Part A. Section III.

New Jersey Cooperative Home
Economics Education Handbook,
Part A. Section III.

New Jersey Cooperative Home
Economics Education Handbook.
Part A. Section III.

LOGOS

VOCATIONAL STUDENT ORGANIZATIONS



MODULE I

REFERENCE SOURCES

New Jersey Department of Labor and Industry. Child Labor Laws and Regulations. CN 389, Trenton, New Jersey 08625: Division of Workplace Standards, Office of Wage and Hour Compliance, 1984.

New Jersey Department of Labor and Industry. Child Labor Law Abstract. CN 389, Trenton, New Jersey 08625: Division of Workplace Standards, Office of Wage and Hour Compliance, 1985.

NOTES:



COOPERATIVE HOME ECONOMICS EDUCATION

MODULE II

PREPARING FOR THE WORLD OF WORK

- UNIT 1 CHOOSING A JOB
- UNIT 2 FINDING A JOB
- UNIT 3 APPLYING FOR THE JOB
- UNIT 4 EXPLORING THE JOB

MODULE II

COMPETENCIES

Upon completion of this module, the student should be able to demonstrate the following competencies in the classroom and/or at work by:

Describing a variety of occupational opportunities in Home Economics.

Knowing how to look for and obtain a job at any stage in the career ladder.

Participating in class activities leading to realistic career decision making.

Participating in class discussion on job problems and related classroom subjects.

Listing and discussing employer benefits.

Continuing on a job successfully.

Discussing the pros and cons of labor unions.

MODULE II

TEACHING AND REINFORCING BASIC SKILLS

The following basic skills are taught and/or reinforced in this module:

READING

- Critical comprehension
- Literal comprehension
- Inferential comprehension
- Vocabulary building
- Location-study skills

WRITING

- Organization of ideas
- Sentence structure
- Composing skills

COMMUNICATION

- Speaking clearly
- Speaking to convey a message
- Listening skills

MODULE II PREPARING FOR THE WORLD OF WORK

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will become aware of the changing attitudes of society towards work.	Read and review with students Chapter 1, The Changing Nature of Work. Conduct class discussion on changing careers through adulthood. Review filmstrips before showing. Prepare worksheet based on key points made by filmstrip. <u>Use filmstrips most appropriate for your students.</u> The student will describe the sources of career information for the jobs of the future.
The student will develop and be able to describe her/his own basic philosophy toward work.	Students will complete teacher designed worksheets based on the contents of the filmstrip(s) shown.
The student will be able to describe a variety of occupational opportunities and levels of employment in the field of Home Economics.	Orient students to <u>Occupational Outlook Handbook</u>. Have students select one occupation related to Home Economics, read about it, take notes, and report to class. Hand out "Exploring Careers." Discuss types of jobs, tasks performed on each job, advantages and disadvantages, and training and/or education needed for each. FHA/HERO chapter members plan and conduct a "Career Day" which emphasizes home economics related occupations.

UNIT 1 CHOOSING A JOB

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

The student will list and retain in her/his notebook sources of career information.

The student will write an essay on her/his reaction to filmstrip(s) about job stereotyping and/or the changing work ethic.

Have students prepare a collage or bulletin board illustrating job opportunities in home economics related occupations.

Have students prepare a report, "Choosing a Career." Students to report orally on their choices.

Working Today and Tomorrow,
Campbell & Thompson. Part I.
B.II.18.

FILMSTRIP:
Preparing for the Jobs of the
1990s: What You Should Know,
6 parts. Guidance Associates.
B.II.18.

FILMSTRIPS:
The Changing Work Ethic, 2 parts.
Guidance Associates. B.II.18.
OR
Jobs and Gender, 2 parts.
Guidance Associates. B.II.18.
OR
Career Choice: A Lifelong
Process, 2 parts.
Guidance Associates. B.II.18.

Occupational Outlook Handbook,
U.S. Dept. of Labor. B.II.18.

"Exploring Careers." B.II.13-15.

New Jersey Cooperative Home
Economics Education Handbook.
Part A, Section I.

"Choosing A Career." B.II.16.

MODULE II PREPARING FOR THE WORLD OF WORK

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to list and evaluate the various sources for finding employment.	Brainstorm sources of employment. Include tips from relatives and friends, Yellow Pages, teacher-coordinator, guidance counselors, classified ads, labor and craft unions, public employment agencies, news stories about industries, Civil Service announcements, and applying without a lead.
The student will be able to identify advantages and disadvantages of using public or private agencies to obtain employment.	Discuss advantages and disadvantages of each of the above listed sources of employment. Invite a State Employment Office representative to speak about the services offered at her/his agency. Using teacher-made transparencies and role play, demonstrate how to answer a want ad. List all parts of want ad on transparency, including a list of abbreviations commonly used.
The student will be able to identify sources of employment in her/his community and the neighboring areas.	Teacher will lead a class discussion on types of employment in the community and surrounding area, establishments with a large turnover of help and job sites which hire large numbers of young workers. Evaluation of jobs.

UNIT 2 FINDING A JOB

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Students list sources of finding employment.

Career Folder. Helwig. B.II.18.

Have each student read a classified ad for employment and write it out in longhand, eliminating abbreviations. Have her/him state whether it might be a good source of employment and explain her/his answer.

Classified section from local newspapers.

Students will briefly describe 10 different local job opportunities.

Local newspapers.

MODULE II PREPARING FOR THE WORLD OF WORK

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will assume the responsibility for having required information readily available when applying for a job.	Have students prepare a personal inventory card. Include the following information: Name, address, telephone number, birth-date and birthplace, parents' names and address, social security number, schools and dates attended, hobbies and recreation, ambitions, names and addresses of previous employers, and references. Students will use this card when applying for a position.
The student will be able to identify information to be included on a job application form.	Duplicate for each student samples of application blanks from employers. Lead discussion on similarities and differences in information requested on the application blanks. Suggest reasons for differences.
The student will be able to complete sample application forms accurately and neatly.	Have students write a letter requesting permission to use someone's name as a personal reference. Critique the letters. Using an opaque projector, view several letters. Have class decide on a good form and copy for future reference.
	Lead students in filling out one or two types of application forms. Have classmates critique them. Prepare a bulletin board emphasizing points to remember when filling out an application form.

UNIT 3 APPLYING FOR THE JOB

EVALUATION TECHNIQUES

Teacher will check each student's inventory card for completeness and accuracy.

Students will compare applications for employment against their personal inventory cards and add any missing information.

Teacher prepares a number of applications for employment, making mistakes on each. Students will evaluate completed forms. Sample might include the following:

1. application typed when instructions read:
"Please complete in your own handwriting."
2. application written when instructions read:
"Please print."
3. important information left blank.
4. incomplete information on personal references and/or previous employers.
5. messy appearance - writing, wrinkled, stained.

REFERENCES & RESOURCES

Career Folder. Helwig. B.II.18.

The Work Book. Farr, Gaither & Pickrell. B.II.18.

A variety of job application forms collected from employers.

Filling in the Application Form Guide sheet. B.II.17.

MODULE II PREPARING FOR THE WORLD OF WORK

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to write an acceptable letter of application and develop a resume.	Demonstrate how to prepare a resume and cover letter.
The student will be able to illustrate appropriate dress for an interview.	Discuss: What steps would you follow in preparing for an interview? How might first impressions affect an interview? Develop a checklist for evaluating your personal appearance prior to the interview. Arrange a bulletin board display illustrating appropriate dress and key points to remember when having an interview.
The student will be able to demonstrate how to respond during an interview.	What questions might be asked during the employment interview? Why might an applicant be rejected? Invite a representative from the personnel department of a local business or the state employment service to give suggestions for job interviewing techniques. Conduct a question and answer session after the presentation. Show filmstrip on job interviews. Discussion on points made in filmstrip. Have FHA/HERO members plan and conduct a "Job Application and Interview Forum" for all interested students enrolled in the school.

UNIT 3 APPLYING FOR THE JOB

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

6. front of application complete but back blank.
7. a neat, correctly completed form.

Have students write a letter of application and resume.

Have students develop a checklist to evaluate personal appearance before going for a job interview.

FILMSTRIP:

How to Write a Resume, 2 parts.
Guidance Associates. B.II.18.

Interview Employment Activity Pack. B.II.18.

Students are to list five ways in which the filmstrip helped them.

Give students list of questions generally asked by interviewer. Students write answers.

FILMSTRIPS:

You and Your Job Interview,
2 parts. Guidance Associates.
B.II.18.

The Winning Job Interview.
Guidance Associates.
B.II.18.

MODULE II PREPARING FOR THE WORLD OF WORK

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to identify four basic fringe benefits most workers receive.	Have students brainstorm the kinds of benefits their parents and friends receive at places of employment. Allow one week to gather information. List will include paid time off, such as holidays, vacation plans, funeral leave and sick leave, insurance plans, pension plan, future training, stock options, discount purchases, use of company facilities and equipment for clubs, teams, etc. Discuss the advantages of each and demonstrate to students how fringe benefits add to the total salary.
The student will be able to evaluate the physical work environment at a specific job site.	Have students discuss how physical factors of the work environment, such as light, sound, room temperature, space, tools and equipment, etc. can influence one's job performance. Those who have never worked may join in the discussion by describing working conditions of family members or of people they have visited on the job.
The student will be able to list the traits and skills necessary to experience success on that first job.	Review with the class, sections from <u>Surviving on the Job</u> . Discuss the strategies and guidelines for getting the most out of that first job. Prepare students and show filmstrip on unions.
The student will be able to demonstrate an understanding of the purposes of unions and the benefits and limitations of union membership.	Read Chapter 8, Joining the Work Force. Discuss material with students. Invite a union representative and a management representative to speak on separate occasions.

UNIT 4 EXPLORING THE JOB

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Have each student develop a list of fringe benefits for her/his specific job. If student is not working, have her/him list the benefits for a parent's or friend's job.

Have each student evaluate her/his physical work environment.

Have each student prepare a self-inventory of desirable traits and skills she/he possesses. Inventory should be retained in personal folders so additions can be made throughout the year.

Students write critique of filmstrip.

Administer test that includes types of unions, rights of members, advantages and disadvantages of membership and union terms.

Surviving on the Job. Como. Selected sections. B.II.18.

FILMSTRIP:
Trouble at Work, 4 parts.
Guidance Associates. B.II.18.

FILMSTRIP:
Labor Unions: What You Should Know, 2 parts
Guidance Associates. B.II.18.

Working Today and Tomorrow,
Campbell & Thompson.
Chapter 8. B.II.18.

MODULE II PREPARING FOR THE WORLD OF WORK

PERFORMANCE OBJECTIVES

SUGGESTED LEARNING ACTIVITIES

Have the union representative show and discuss some features of a labor contract, discuss collective bargaining, explain a typical grievance procedure, and present some arguments for labor unions. She/he can also state some of the reasons why labor unions began (poor working conditions, low pay, no safety provisions, no overtime, no time off from jobs, etc.). Have the management representative state the arguments against labor unions (demand too much and destroy profit, cause inflation, destroy loyalty of employees to employer, ruin individual incentive to do a good job, require dues--sometimes large, etc.)

NOTES:

NOTES:

EXPLORING HOME ECONOMICS CAREER CLUSTERS

Career Cluster	Types of Jobs Available	Tasks	Education/ Training Needed	Advantages & Disadvantages of Job
<u>Child Care and Guidance Management and Services</u>				
<u>Clothing, Apparel, and Textiles Management, Production, and Services</u>				

EXPLORING HOME ECONOMICS CAREER CLUSTERS

Career Cluster	Types of Jobs Available	Tasks	Education/ Training Needed	Advantages & Disadvantages of Job
<u>Food Management, Production, and Services</u>				
<u>Home Furnishings and Equipment Management, Production, and Services</u>				

EXPLORING HOME ECONOMICS CAREER CLUSTERS

Career Cluster	Types of Jobs Available	Tasks	Education/ Training Needed	Advantages & Disadvantages of Job
<u>Institutional, Home Management, and Supporting Services</u>				
<u>Vocational Home Economics, Other</u>				

CHOOSING A CAREER

There are at least two ways to find a career. One is to stumble into it, to let the job find you. This may be an easy way, but it may not lead to the most rewarding career. The other is to actively pursue a career choice. Hopefully, this report will help you pursue a career choice.

The report should consist of the following information:

1. Title of career
2. In what Home Economics Job Cluster can it be found?
3. Job description
4. Requirements: Education
 Personality
 Physical
5. Salary range

Suggested References:

1. Occupational Outlook Handbook
2. Encyclopedia of Careers
3. Home Economics Careers

Due Date:

COOPERATIVE HOME ECONOMICS

FILLING IN THE APPLICATION FORM

1. Before beginning, read the instructions on the application blank carefully and be sure to follow them.
2. Use a pen, if specified. Be sure to bring your own pen.
3. Be truthful and to the point.
4. Write legibly and neatly.
5. Remember to bring the following information/supplies with you:
 - a. Social Security card.
 - b. Names and addresses of previous employers, also dates.
 - c. Names and addresses of people you may use as references.
 - d. Telephone numbers for above people, in case you are asked to supply them.
 - e. Birth certificate (this may be asked for by the interviewer).
 - f. Bring a pen and a pencil, plus an eraser. Also bring a small pad, in case you wish to jot down any notes.

Keep in mind that the interviewer will not only look at the neatness and legibility of your comments, but also at how well you express yourself in writing. Remember, your application form can tell her/him much about you.

MODULE II

REFERENCE SOURCES

BOOKS

- Campbell, R. & Thompson, M. (1987). Working Today and Tomorrow. 300 York Avenue, St. Paul, Minnesota 55101: EMC Publishing Co.
- Como, J. (1983). Surviving on the Job. 809 W. Detweiller Drive, Peoria, Illinois 61615: Bennett & McKnight, Glencoe Publishing Co.
- Farr, J.M., Gaither, R. & Pickrell, R.M. (1983). The Work Book. 809 W. Detweiller Drive, Peoria, Illinois 61615: Bennett & McKnight, Glencoe Publishing Co.
- Helwig, A. Career Folder. 809 W. Detweiller Drive, Peoria, Illinois 61615: Bennett & McKnight, Glencoe Publishing Co.
- Kimbrell, G. & Vineyard, B.S. (1981). Succeeding in the World of Work. 809 W. Detweiller Drive, Peoria, Illinois 61615: Bennett & McKnight, Glencoe Publishing Co.
- U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D.C. 20402: U.S. Government Printing Office.

ACTIVITY PACKET

- Interview Employment Activity Pack. Portland, Maine 04104: J. Weston Walsh.

FILMSTRIPS

Guidance Associates, Inc.
Communications Park, Box 3000, Mount Kisco,
New York 10549-0900

Preparing for the Jobs of the 1990s: What You Should Know.
The Changing Work Ethic.
Jobs and Gender
Career Choice: A Lifelong Process.
How to Write A Resume.
You and Your Job Interview.
The Winning Job Interview.
Trouble At Work.
Labor Unions: What You Should Know.



COOPERATIVE HOME ECONOMICS EDUCATION

MODULE III

SAFETY, SECURITY AND SANITATION

UNIT 1 ON THE JOB

UNIT 2 PERSONAL SAFETY AND SECURITY

MODULE III

COMPETENCIES

Upon completion of this module, the student should be able to demonstrate the following competencies in the classroom and/or at work by:

Identifying good safety practices in general employment and being able to apply that knowledge to her/his particular job.

Passing with a grade of 100% a test on safety on the job.

Writing a report about personal habits that can affect one's safety.

Listing the procedures she/he should follow to effectively protect her/his work establishment from internal and/or external theft.

MODULE III

TEACHING AND REINFORCING BASIC SKILLS

The following basic skills are taught and/or reinforced in this module:

READING

- Critical comprehension
- Literal comprehension
- Inferential comprehension
- Vocabulary building
- Location-study skills

WRITING

- Organization of ideas
- Sentence structure
- Composing skills

MATHEMATICS

- Problem solving
- Computation (Basic Operations)
- Measurements

COMMUNICATION

- Speaking clearly
- Speaking to convey a message
- Listening skills

MODULE III SAFETY, SECURITY AND SANITATION

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to recognize conditions that cause accidents.	Assign students to bring to class two newspaper articles reporting job-related accidents. Discuss possible causes of each accident.
The student will be able to identify locations of fire extinguishers, fire blankets, and fire exits on the job site.	Have each student draw a floor plan of their job site and label all fire exits and locations of fire extinguishers, fire blankets, hoses, sprinkler system valves, and telephones. Have speaker from fire company demonstrate proper use of fire extinguishers and explain types of fires.
The student will be able to demonstrate how to behave in an emergency and how to report an accident.	Invite the school nurse or a representative of the American Red Cross or Rescue Squad to demonstrate <u>very basic</u> first-aid techniques. Ask them to emphasize what <u>not</u> to do to an injured person. Ask speaker to include some information on career aspect of her/his work. Have students ask their employers how they would expect them to behave in an emergency and what steps they should take when reporting an accident. Discuss findings in class. Have students work in small groups to brainstorm safety hazards. As each group reports to class, have class compile a list of safety rules for inclusion in each student's personal file.
The student will be able to identify safe work habits and behavior.	Have students prepare safety posters to be placed in classroom. Ask a physical education teacher to demonstrate proper methods for lifting, carrying, and moving materials.

UNIT 1 ON THE JOB

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Following discussion,
have students brainstorm
possible safety hazards
that can exist on their job.

Collect floor plans. Have
students tell you where
she/he would find a fire
extinguisher, a fire blanket,
a hose, and a telephone and
how she/he would handle a
fire emergency.

Working in pairs, have
students make up a mock
accident situation. Have
each pair choose another
pair to relate what they
would do in the situation
they have created.

Describe the procedure you
are to follow when reporting
an accident at your job site.

Guest speaker:
Person from a local fire
company.

Guest speaker:
School nurse
Local first aid volunteer
Paramedic

Safe Practices... Cooperative
Home Economics, p. B.III.7.

Guest speaker:
Physical education teacher

How to Lift Safely...,
p. B.III.12.

MODULE III SAFETY, SECURITY AND SANITATION

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
	FHA/HERO chapter members plan and conduct a "Safety Counts" project.
	Develop learning packets on safety information for each job.
The student will be able to explain the Occupational Safety and Health Act.	Lecture on Occupational Safety and Health Act of 1970 (OSHA) - the legislation designed to insure safe and sanitary working conditions for employees. Discuss implications for workers.
The student will be able to demonstrate a willingness to follow rules and regulations for safety.	Assign a safety report of work station.
	Have students list at least eight safety rules applicable to their job station and discuss them with their employers.
The student will be able to identify proper job sanitation habits.	Invite a representative from the local Department of Health to talk about job sanitation habits and career information.

UNIT 1 ON THE JOB

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Conduct a safety poster contest sponsored by FHA/HERO chapter.

After student has completed her/his packet, test for knowledge gained. If necessary, retest until student achieves a grade of 100. Place results in teacher/student file.

Have each student list the provisions of the Occupational Safety and Health Act that pertain to her/his present job or, if unemployed, to the job of a parent.

Have student show her/his report to her/his employer asking the employer to initial the report and evaluate the student's willingness to follow rules and regulations for safety.

Have employers and students sign list and return to school to become part of students' file.

Have student analyze the activities that take place on her/his job site as they relate to sanitary practices discussed in class. Which practices apply? Is student following the rules of sanitation?

Safety Report of Work Station,
B.III.13.

Guest speaker:
Representative from local
Department of Health

MODULE III SAFETY, SECURITY AND SANITATION

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to write an essay on how personal habits, such as clothing worn, grooming, and personal behavior, can affect one's safety.	Have students collect safety cartoons, stories, and pictures of safe clothing for their jobs. Prepare a bulletin board using collected materials.
The student will be able to pass a test on security and related problems at work.	Invite a police officer to talk about some problems of working with money, such as hold-ups, short-change artists, shoplifters, employee stealing, etc. Ask officer to include in her/his talk bomb scares, personal defense, and general policies in handling disturbances.
The student will be able to list the steps she/he should follow in handling a disturbance.	

NOTES:

UNIT 2 PERSONAL SAFETY AND JOB SECURITY**EVALUATION TECHNIQUES****REFERENCES & RESOURCES**

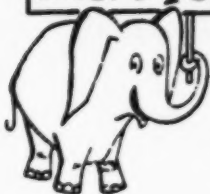
Student will write a description of an incident (real or fictitious) in which injury occurred to an individual because of a poor personal habit regarding safety or sanitation. Student will then describe how that habit should be changed to avoid repetition of the incident.

Test on responsibilities and loyalties to employer.

Place test in student's file.

Guest speaker:
Member of Police Department
Security Guard

FILMS:
Available upon request from
the New Jersey Vocational
Education Resource Center,
Aberdeen, New Jersey 07747

DON'T FORGET!

All students should be required to obtain a grade of 100% on a safety test.

All students should keep in their folders the following evidences of proper training in safety and sanitation:

1. test results.
2. floor plan of work site correctly labeled with fire exits, etc.
3. rules and regulations regarding safety and sanitation.
4. picture of proper work dress for her/his job.
5. evidence of successful training on meat slicer and any other piece of questionable equipment. (Teacher should be sure to review the CHILD LABOR LAWS.)

**THIS PROCEDURE SHOULD BE REPEATED EACH TIME
A STUDENT CHANGES HER/HIS JOB.**

SAFE PRACTICES . . .
COOPERATIVE
HOME ECONOMICS

General Safety Practices:

1. Be aware of potential safety hazards; immediately report unsafe conditions.
2. Observe safety rules and regulations of your work station.
3. Know the procedure for reporting fires; the location of fire exits and fire extinguishers.
4. Know the right kind of fire extinguisher for a particular type of fire and know how to use them.
5. Be aware of the effect of certain behavior on your safety, i.e., horseplay, fatigue, overconfidence, fear, overexcitement, etc.
6. Do not attempt a task until you have been fully instructed.
7. Promptly report all injuries, no matter how minor they may seem, to the cooperating employer (supervisor) and to your C.H.E. teacher.
8. Know elementary first aid.
9. Prevent injury to your back by following correct lifting procedures.
10. Keep the working area and the aisles clear at all times.
11. Use the correct equipment for the particular job; keep tools and equipment in good condition and store them properly.
12. Keep sharp objects out of reach of small children.
13. Turn on lights before entering a dark room.
14. Look where you are going and keep your mind on what you are doing.
15. Do not socialize while operating equipment.
16. Confine long hair and loose clothing when working around stoves, space heaters and equipment with mixer blades.
17. Wear protective clothing as prescribed by your employer.

Avoiding Falls:

1. Wipe up spilled food, liquids and grease immediately.
2. Be sure that floor mats and small rugs are firmly anchored.
3. Be certain that heavy furniture is arranged to allow free movement in heavy traffic areas.

4. Remove tripping hazards: electric cords in passageway, toys, low furniture arrangements.
5. Use only sturdy step ladders or step stools. Never climb on shaky boxes, stacks of books, table edges or rickety chairs.
6. Waiter and waitress:
 - a. do not carry too much - do not overload trays.
 - b. warn other persons when walking by a loaded tray.
 - c. follow accepted traffic pattern - doors to enter the kitchen and which to leave it.
 - d. watch for swinging doors.
7. Do not carry loads that obscure your vision, especially when going up and down stairs.
8. Do not sit on a window sill or lean out to wash windows.
9. Cabinet doors and drawers should not be left open.

Avoiding Burns:

1. Extreme caution should be used when working at a steamtable, a grill and coffee urn.
2. Use clean, dry potholders instead of apron corners or dish towels to lift hot pans from stove.
3. Pot and pan handles should never extend over edge of stove or over burners in use.
4. In order to avoid steam burns when observing cooking food, lift the side of the pan that is farthest from you.
5. Remove excess moisture from food before dropping in deep fryer closer than three inches from top rim.
6. Stand to one side to light a gas oven. Matches lit before gas is turned on. After lighting a gas oven, always check to be sure that the gas is ignited before closing the oven door.

Avoiding Cuts:

1. Remove can lids completely.
2. Cut away from you when using a knife.
3. Wash and store knives separately from silverware.
4. When handing a knife, shears and other sharp implements to another person, hand the blunt end toward the person.

B.III.9.

5. Keep the cutting edge of the knife turned away from you when you clean or dry it.
6. Do not attempt to catch a falling knife.
7. Sweep up broken bits of china and glassware into a dust pan with a brush or dampened paper. Never pick up broken pieces with your bare hands.
8. Discard chipped or cracked china and glass immediately.
9. Always drain a sink or pan before attempting to remove broken glass from it.
10. Keep fingers away from moving beaters and blades in mixers, food cutters or choppers.
11. Carry only small amounts of china and glassware at a time; use trays or carts wherever possible.
12. Do not stack glass tumblers.
13. Carefully place shears on a flat, uncluttered surface to avoid dropping them or allowing them to be pushed off the surface at a latter time.

Accidental Poisoning:

1. Do not store such products as medicines, cleaning agents, or pesticides near foods and spices.
2. Store poisonous products above the reach of children.
3. When working with the elderly
 - a. store internal medicines separate from external medicines.
 - b. for extra protection, draw a large red X on external medicine labels.
 - c. prepare special medicine labels with extra large letters for those persons with poor sight.

Standard or Commercial Electrical Equipment and Appliances:

1. Always use safety guards and safety devices.
2. Electrical wires and equipment should be grounded.
3. Switch appliances and commercial food preparation equipment to off before unplugging them, and before cleaning them.
4. Unplug portable or "plug in" kitchen appliance when the appliance is not in use.
5. Avoid overloading electrical outlets. Unplug those appliances that are not in use.
6. Check electric cords on appliances periodically for worn places. Report unsafe cords.
7. Avoid water when working around electrical appliances. Dry hands before plugging in electrical appliances or using those already plugged in. Do not let appliance cords dangle or trail through water.
8. Plug cord in appliance first, then in outlet; always disconnect from outlet before retrieving toast.
9. Never put a fork or knife into a plugged-in toaster. Always disconnect from outlet before retrieving toast.
10. When using the sewing machine:
 - a. keep hands at a safe distance from the needle while sewing.
 - b. be aware of particular safety precautions for your machine.
 - c. remove feet from power foot control while oiling and threading the machine. Unplug the sewing machine while cleaning it.
 - d. turn the machine off before inserting, revolving, or adjusting the needle.
 - e. turn off and unplug the sewing machine at the end of a job or workday.
11. Remember to plug equipment in and then turn it on. Turn equipment off first and then unplug it.

Fire Safety:

1. Report anything that is not in perfect condition, such as defective outlets, electrical shorts, frayed cords, loose connections.
2. Oily, wet and dirty rags should be kept in covered metal containers.
3. Solvents and flammable liquids should be stored in small quantities and away from heat and flames.
4. Be sure that cleaning compounds are disposed of safely.
5. Keep aerosol containers away from heat or unusually warm places.
6. Use flammable cleaning fluids in well ventilated areas.
7. Use soda, sand, or the pan cover to extinguish grease fires in cooking utensils.

HOW TO LIFT SAFELY...

OBSERVED IN ORDER TO AVOID INJURY

1 Approach the load and size it up (weight, size and shape) Consider your physical ability to handle the load



2 Place the feet close to the object to be lifted 8 to 12 inches apart for good balance



3 Bend the knees to the degree that is comfortable and get a good handhold Then using both leg and back muscles



4 Lift the load straight up—smoothly and evenly Pushing with your legs, keep load close to your body.



5 Lift the object into carrying position, making no turning or twisting movements until the lift is completed



6 Turn your body with changes of foot position after looking over your path of travel making sure it is clear.



7 Setting the load down is just as important as picking it up Using leg and back muscles, comfortably lower load by bending your knees When load is securely positioned, relax your grip



The factors that contribute to safe lifting are...



60



61

B.II.12

SAFETY REPORT OF WORK STATION
FOR
COOPERATIVE HOME ECONOMICS OCCUPATIONS

ASSIGNMENT:

1. Prepare a safety diagram of your work station. Indicate and include:
 - a. all exits (fire, stairways, elevators, etc.).
 - b. door swings.
 - c. fire extinguishers and types.
 - d. safety signs and posters.
2. What specific safety instructions did you receive?
3. Fire Procedures:
 - a. What are the evacuation procedures in case of a fire?
 - b. What procedures must be done before the building is evacuated?
 - c. Who is responsible for calling the fire department?
 - d. Where is the fire department's telephone number listed in the office? Is it visible?
4. Critique of safety procedures and policies:
 - a. Cite the ways in which the safety procedures and policies for your work station are excellent.
 - b. List any hazards and/or violations and state how they can be corrected.



COOPERATIVE HOME ECONOMICS EDUCATION

MODULE IV

PERSONALITY DEVELOPMENT

UNIT 1 PERSONALITY TRAITS/JOB ATTITUDES

UNIT 2 UNDERSTANDING PERSONALITY

UNIT 3 EFFECTIVE COMMUNICATION

UNIT 4 SELF-IMAGE

MODULE IV

COMPETENCIES

Upon completion of this module, the student should be able to demonstrate the following competencies in the classroom and/or at work by:

Listing the personality traits and attitudes that contribute to job success.

Describing the various components of personality: heredity, environment, human needs, emotions, values.

Identifying stressful situations and using helpful techniques to cope with them.

Recognizing the need to listen to others.

Selecting effective communication techniques and using them in the classroom and on the job.

Developing a plan for an improved self concept.

MODULE IV

**TEACHING AND REINFORCING
BASIC SKILLS**

The following basic skills are taught and/or reinforced in this module:

READING

- Critical comprehension
- Literal comprehension
- Inferential comprehension
- Vocabulary building
- Location-study skills

WRITING

- Organization of ideas
- Sentence structure
- Editing
- Composing skills

COMMUNICATION

- Speaking clearly
- Speaking to convey a message
- Listening skills

MODULE IV PERSONALITY DEVELOPMENT

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to recognize positive attitudes that help lead to success on the job.	Distribute a variety of pictures that show various facial expressions. Identify personality traits and/or attitudes in pictures. Discuss both positive and negative traits and attitudes. Have selected students role play positive and negative attitudes in identical work situations. Classmates should critique and state possible alternative responses. Invite a career counselor or personnel manager to discuss the importance of positive attitudes in the home, school, community and at work. Using "Your Attitude is Showing," select appropriate chapters, read and discuss with students. Have students apply situation in the book to their jobs. Show film developed with the book.

UNIT 1 PERSONALITY TRAITS/JOB ATTITUDES

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Have students prepare a self-inventory of positive and negative personality traits and job attitudes.

Succeeding in the World of Work.
Kimbrell & Vineyard. Chapter 4.
B.IV.28.

The Business of Living.
Romness & Carr. Chapter 3.
B.IV.28.

Students write an essay about helpful points made by speaker.

Guest speaker:
Career counselor
Personnel manager

Have students list ten ways the information on attitudes will help them on their job.

Your Attitude is Showing.
Chapman. Selected chapters.
B.IV.28.

Film:
Your Attitude is Showing.
CRM McGraw-Hill. B.IV.28.

MODULE IV PERSONALITY DEVELOPMENT

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to describe the components of personality.	Administer "Personality Questionnaire," as a pretest. Brainstorm: What is personality? Using student responses lead class in forming a definition of personality. Determine personality to be the sum total of one's inherited and acquired characteristics in a unique configuration.
	Role play various personality types, such as the show-off, the bully, the spoiled "brat," the stubborn worker, etc. Analyze why they might be what they are.
The student will be able to report on the latest theories on heredity vs. environment as a part of personality development.	Divide class into two groups to prepare a "symposium" on heredity and environment. Plan one or more days to work in the library. Suggested topics for presentation: <u>Heredity Influence</u> - Mendel's Law - Genetics - Dominant and recessive traits <u>Environmental Influence</u> - Family: size, activities, attitude - Home: size, location - School - Church - Community - Cultural similarities and differences - Prenatal influences - Work
	As an introduction to the basic human needs, have students write the earliest personal experience that they can remember. Save papers for use in the following learning experience.

UNIT 2 UNDERSTANDING PERSONALITY**EVALUATION TECHNIQUES**

Have students complete
"Human Genetics" worksheet.

REFERENCES & RESOURCES

Personality Questionnaire.
B.IV.17.

Human Genetics Worksheet.
B.IV.19.

Using key words from
personality unit, have
students write an
acrostic poem or puzzle.
Writing acrostics enables
students to explore
attitudes toward specific
concepts and aids in
expressing their feelings.

Example of an acrostic poem.
B.IV.20.

MODULE IV PERSONALITY DEVELOPMENT

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to list the basic human needs.	Using appropriate pictures or cartoons, have students determine what our basic needs are. Hand out and discuss "Basic Human Needs" information sheets. Read papers relating early recollections of students and analyze which need was met or not met at the time. Which needs seem to be predominant? Why? How would this affect their ability to remember the incident for such a long period of time? From their experiences, have students relate additional incidences when their needs have been met or have them describe how they felt when one of their needs has not been met.
The student will be able to determine and list compensations and adjustments to meet basic needs.	Collect examples of newspaper articles that illustrate situations in which there was conflict in need satisfaction.
The student will be able to identify situations in which stress and/or an emotion has caused a person(s) to react in a certain way.	Discuss how emotions and stress affect our everyday lives, include the importance of controlling emotions as mature individuals. Show pictures of people depicting various emotions and stress and have students create a situation for each picture.
The student will be able to identify stressful situations and use techniques to cope with them.	View filmstrips, parts 1-4, <u>Stress: The Time Bomb Within</u> . Discuss the situations. Or, lecture on basic human emotions. Include how they can be helpful <u>or</u> harmful and how they can be controlled.

UNIT 2 UNDERSTANDING PERSONALITY

EVALUATION TECHNIQUES

Have students list ways in which work helps people satisfy human needs.

Have students analyze the articles and write answers to:
Which needs had not been met?
What compensations did the person make to adjust to the conflict? What are some alternate ways of fulfilling the unmet needs?

Assign an emotion diary to be recorded by students for three days. Have them include:

1. the emotion experienced.
2. circumstances that produced the emotional reaction.
3. how long did it last?
4. how did they react?

Share with class only with students permission.

Students write a paragraph on personal reaction to each part of filmstrip.

REFERENCES & RESOURCES

Basic Human Needs Information Material. B.IV.21-23.

Filmstrip:
Stress: The Time Bomb Within.
Guidance Associates.
B.IV.28.

MODULE IV PERSONALITY DEVELOPMENT

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to complete the value clarification exercises and identify and rank her/his personal values.	Explain to students that a value is something important to use that gives meaning and direction to our lives. Ask students to think about <u>how</u> and <u>where</u> they learned their values. To help students identify and rank some of their values, have them complete "Values Clarification Exercise," B.IV.24. or choose others from <u>Values and Teaching or Values Clarification</u>, (Ref. 5,6). Relate students' values to their career choices. Be sure to impress upon students that the way they feel about their work will have a great influence on their overall satisfaction with life. Demonstrate how values serve as guides for developing goals.
The student will be able to identify the relationship between personal values and job satisfaction.	
The student will be able to describe the values of others by observing behavior and listening to conversation.	Have students watch a current movie or television show and examine it for values.
The student will be able to clarify problems and use techniques to arrive at a solution.	Introduce the area of problem-solving by having the class examine sample problem situations and answer the following questions: - What is the problem? - What are the facts? - What is my overall objective? - What are some possible solutions? - What is the best solution?
	Emphasize the necessity of objectivity.
	Divide the class into several groups. Using "Problem Solving" handout, assign each group one or more problem solving techniques. Each group will report back to class a description of each technique and a role play presentation of it as it relates to a work situation.
	Have each FHA/HERO member plan a "Power of One" project which meets her/his needs, concerns and interests.

UNIT 2 UNDERSTANDING PERSONALITY

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Have students prepare a collage of the things that are important to them. Display these in the classroom.

Have students write a brief paper on the values held by one of the characters.

Have each student describe a problem with which she/he is being confronted and try to solve it by answering the same questions used in the learning experience.

Using a "Dear Abby" letter or other newspaper article, students are to use the problem solving techniques and write their solution to the problem. Give students a written quiz on mental mechanisms, include personal application.

Values Appraisal Scale.
Activities for Succeeding in the World of Work. Kimbrell & Vineyard, pp. 85-91. B.IV.28.

Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Simon, Howe & Kirchenbaum. Selected exercises. B.IV.28.

Values and Teaching. Raths, Harmin & Simon. Selected exercises. B.IV.28.

Problem Solving material.
B.IV.25-27.

MODULE IV PERSONALITY DEVELOPMENT

PERFORMANCE OBJECTIVES

SUGGESTED LEARNING ACTIVITIES

The student will be able to demonstrate the importance of effective communication in a simulated situation.

Introduce area of effective communication with others by having a student assist you with the following experiment:

Choose a controversial topic that is timely. In front of the class, converse on a topic using the following technique: Teacher makes a statement. Student must repeat teacher's statement in her/his own words. If the repeated statement does not compare in meaning with what the teacher intended to say, the teacher must repeat her/his thought in other words until she/he is convinced the student understands her/him completely. This process is repeated throughout the conversation with the teacher using the same technique with the student responses.

After 10-15 minutes, break the discussion and evaluate experiment as follows: Were your thoughts always communicated first time around? Did either member become emotional at any time? Why? How did display of emotions affect the communication process?

Did you come away from your discussion with any insight into your partner's attitudes and/or values?

Was your partner able to sway you in your opinion? Conclusion: Do we always say what we mean? Encourage students to ask qualifying and/or clarifying questions in all areas of communication.

UNIT 3 EFFECTIVE COMMUNICATION**EVALUATION TECHNIQUES****REFERENCES & RESOURCES**

Create some case problems involving a difficult boss, an irate customer, delegating responsibility, giving directions, orders, and/or instructions, etc. Have students role play solutions to the situation using effective communication skills.

NOTES:

MODULE IV PERSONALITY DEVELOPMENT

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to identify methods of communication and varying reactions to each.	Play cassette "Listening on the Job."
	Discuss different ways we communicate with others, value of communicating, what turns us off, what tunes us in. Use demonstrations wherever possible.
The student will be able to describe how effective communication will be as an asset to them on the job.	Have students discuss how listening or not listening on the job can affect one's performance, productivity, success, etc.
The student will be able to communicate with improved skills as illustrated by classmate repeating instructions/message correctly.	Play a listening game. Break class into groups of approximately ten students. Have groups sit in circles. One person whispers teacher's prepared statement to the next person. Continue around the circle. Last person repeats aloud the message that was received. Continue playing until group communicates clearly enough to have original message be repeated at end of circle.
	Write story about a murder or robbery. Cut into slips. Distribute. Try to solve using communication between class members. All members must contribute. No one may pass slips around or write information down.
The student will see situations in which effective communication is necessary and will be able to apply these skills on their job.	Show and discuss filmstrip, "Communication: The Basic Job Skill," following guide.

UNIT 3 EFFECTIVE COMMUNICATION

EVALUATION TECHNIQUES

Students will complete exercises as described by the cassette.

Have students write an essay, "How Effective Communication Will Help Me At Work."

Students are to write directions for other students to find a location or complete a task or draw a picture, etc. Class members complete following above instruction. Student graded on clarity of instructions.

Use guide for filmstrip. Have students list five ways the filmstrip information would help them on their job.

REFERENCES & RESOURCES

Cassette: Listening on the Job. Series of 4. B.IV.28.

Filmstrip:
Communication: The Basic Job Skill. Sunburst Communications.

MODULE IV PERSONALITY DEVELOPMENT

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to define and describe self-image.	Show filmstrip: "Self-Concept: How I Know Who I Am." Discuss the meaning of self-image to students. Have them prepare a list of things they like about themselves and things they dislike about themselves. Then, ask students to begin a self-improvement plan for the things they dislike about themselves. Assure them that the key to success in life, and especially in employment, is to make the best possible use of the things you have going for you. As part of their improvement plan, have students try to keep a mental picture of an improved self in mind. To further reinforce this mental picture, they should write down statements of what this new person is like (e.g. self-confident, tolerant, friendly, etc.). Ask each student to try hard to visualize themselves as being this way for the next three months. At the end of that time, try the rating again. Evaluate results.
The student will be able to outline a plan based on their learnings in this unit for an improved realistic self-concept.	Show filmstrip: "Me Power: Building Self-Confidence." Students list four specific steps to build self-confidence and keep in notebook for reference.
The student will be able to apply the good grooming techniques learned to an improved personal image.	Show a transparency or use the opaque projector to illustrate a well-groomed girl/boy. Point out all the features that make one well-groomed. Choose a resource person to discuss good grooming. Discuss "How to Achieve the Total Well-Groomed Look."

UNIT 4 SELF-IMAGE

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Students list steps to take to change a poor self-concept.

Have students write a description of their "ideal" person. Ask them to compare that person with themselves.

or

Have students write a short essay on how they feel others perceive them and/or how they perceive themselves.

Have students write a short evaluation of their "mental picture" self-improvement experiment. Did it produce any change? Describe results. If not, what were the pitfalls?

Filmstrip: Self-Concept: How I Know Who I Am. Sunburst Communications. B.IV.28.

Students write how ideas in the filmstrip have helped them.

Filmstrip: Me Power: Building Self-Confidence. Sunburst Communications. B.IV.28.

Have students work in groups according to job categories and prepare posters on being well-groomed for their job category. Display posters throughout the school.

Guest speaker: Resource person on grooming. (Usually one of the business colleges/schools will do this.)

MODULE IV PERSONALITY DEVELOPMENT

PERFORMANCE OBJECTIVES

SUGGESTED LEARNING ACTIVITIES

FHA/HERO chapter sponsors a forum,
"How to Dress for Your Job."

NOTES:

UNIT 4 SELF-IMAGE**EVALUATION TECHNIQUES****REFERENCES & RESOURCES**

Final evaluation: Have students prepare a collage, "Who Am I?" They should include all aspects of the personality module.

NOTES:

PERSONALITY QUESTIONNAIRE

This questionnaire is not to be collected. It is to be used by students only for self-scrutiny and for discussion purposes.
Take paper and pencil and briefly answer the following questions:

	<u>Usually</u>	<u>Sometimes</u>	<u>Seldom</u>
I. In regard to people, your relationships with them, your effect on them:			
Do you like people?			
Are you good to people?			
Unselfish?			
Considerate?			
Tactful?			
Courteous?			
Kind?			
Reliable?			
Cooperative?			
Are you attractive to people?			
Are you pleasingly dressed and groomed?			
Are you a good conversationalist?			
Do you laugh easily?			
Are you generally cheerful?			
Are you energetic?			
Do you enjoy life?			
II. In regard to your interests:			
Are you a good conversationalist?			
Do you like to talk about varied subjects?			
Do you like to listen to others talk?			
Do you read widely and well?			
Do you have suitable hobbies?			
Do they vary?			
Do you spend much time on them?			
Are you physically active?			
Do you participate in team activities?	82		

	<u>Usually</u>	<u>Sometimes</u>	<u>Seldom</u>
Do you participation in individual activities?			
Do you engage in physical activity for pleasure?			
III. In regard to tasks:			
Do you like physical work?			
Are you conscientious in getting a task done?			
Do you work rapidly?			
Are you persevering?			
IV. In regard to difficulties:			
Do you get angry when things go wrong for you?			
Are you fearful about life?			
Are you easily discouraged?			
Do you try to escape from unpleasant responsibilities you should face?			
V. In regard to attitudes toward self:			
Are you generally pleased with yourself?			
Are you self-confident?			
Are you free from touchiness?			
Is your mind often on interests other than yourself?			

When you have answered these questions, you will have a general picture of what you are like. Since one of the objects of this unit is to help you achieve self-understanding, such a picture makes a good beginning.

It is true, however, that many aspects of personality are unconscious feelings, urges, perceptions, etc. That is, they are hidden from your scrutiny. Perhaps, as time goes on, you will find clues that will lead to an understanding of some of these unconscious factors, too.

HUMAN GENETICS

Directions: Below are listed two characteristics, one dominant and one recessive. Determine whether you have the dominant trait or the recessive trait and mark the appropriate line.

- | | |
|---|--|
| ☐ Attached ear lobes | ☐ Free ear lobes |
| ☐ Widow's peak | ☐ No widow's peak |
| ☐ Can roll tongue | ☐ Cannot roll tongue |
| ☐ Bent little finger | ☐ Straight little finger |
| ☐ Hitchhiker's thumb | ☐ No hitchhiker's thumb |
| ☐ Pigmented iris | ☐ No pigmented iris (blue) |
| ☐ No mid-digital hair | ☐ Mid-digital hair |
| ☐ Second finger shorter than fourth | ☐ Second finger not shorter than fourth |
| ☐ Left thumb on top (when folding hands) | ☐ Right thumb on top (when folding hands) |
| ☐ Right-handed | ☐ Left-handed |

EXAMPLE OF AN ACROSTIC POEM

The Individual

Individuals
Need
Direction,
Independence,
Values
In order to
Develop
Unique
Attitudes and
Life styles

Other words from the unit that may be used are:

heredity
environment
chromosomes
congenital
characteristics, etc.

BASIC HUMAN NEEDS

It is generally believed that our psychological needs are learned. They develop in this way: From infancy on, we enjoy the satisfaction of responses from people, of being protected, comforted, taken care of, of receiving attention, being commended on our successes, and so on. Later, we come to know and take pleasure in other satisfactions too. If these satisfactions make us feel good, if we experience them frequently over a long period of time, and if our culture expects us to want them and to have them, it is natural that we would seek them and feel a real need for them when deprived.

Basic Psychological Needs:

Need for security--We need the feeling that, in general, life is and will be fairly good to us, that, in general, people are friendly and helpful, and that all in all more will go right with us than wrong.

The need for security affects behavior in many ways:

1. It makes job-getting and job-holding a matter of great concern.
2. It encourages obedience to law, for many people obey because they are afraid of unpleasant consequences if they do not.
3. It helps determine practices that have to do with health, such as eating wholesome foods, getting plenty of rest and sleep, and enjoying outdoor exercise every day.
4. It impels people to observe safety precautions in the home.
5. It takes people to the doctor and dentists.
6. It favors the saving of money and otherwise providing for the future.
7. It affects social organization in many ways--pure food and drug acts, elevator inspection, social security, laws, etc.

Continued insecurity may have unwholesome effects on behavior. It brings on worry and may lead to despondency. Insecurity in respect to one's acceptance by others may result in bad behavior patterns which offer a sense of false security--bullying, bragging, undermining the reputation of others, jealousy, aggressiveness, cowardice, and excessive daydreaming.

Need for a sense of worth--A powerful force from the time of childhood. Our ambitions are greatly influenced by this need.

We maintain our standards of grooming, dress, courtesy, honesty, because we want to feel worth and because we want others to see our worth.

We gain a sense of worth in many ways--from the attentions, recognition, and appreciation of others for accomplishment; from success; from the prestige of the things and people we associate with; from having people love us; from having people treat us with courtesy, kindness, and friendship.

Social rivalry is another expression of the desire to feel of worth. Some people want to be social leaders.

People like to associate themselves with material things which give them value in the eyes of others, e.g., an expensive car.

Need for mutually agreeable interactions with others--We need love and affection; we need companionship; we need friends; we need to get along with others--fellow workers, other students. It is not only important that we receive evidence of good will from others and partake of their love, friendship, sympathy, and kindness, but it is also important that we give these things.

Other important needs:

Need for religion and a philosophy of life--Religion gives one spiritual security. Religion contributes to our philosophy of life. An understanding about our personal place in the universe, about the kind of life we want to live, about the reasons for existence, about the worth of even small individual effort--all this makes the world seem more manageable and our living more worthwhile.

Need for freedom and independence--Each one of us is different from everyone else in the world. Each one of us, therefore, will have her/his individual ways of achieving some of her/his satisfactions, and each one of us will have potentials for growth that are somewhat unlike those of others. If our freedom is taken away from us, we will not be able to use the ways best suited to our own characteristics and abilities, and we may not be able to grow in ways that are best for us.

Teenagers--particularly sensitive about freedom and independence. Here problems arise with parents. They feel parents are too dominating and restrict them too much.

In satisfying any need, there must be balance and maturity. In satisfying the need for freedom, there should be self-control and responsibility. The more freedom a person has, the greater is her/his individual responsibility. Parents are sometimes concerned that too much freedom may lead to reckless abandon, and this may be the reason for their restraints.

Need for variety as well as continuity--After sitting quiet for a period, we want to move around. After working we want rest or recreation. We like changes in styles and colors, changes in

menus, changes in recreation. Life becomes more exhilarating and more enjoyable for most of us if it contains not only rest, but also activity, not only work, but also play. At the same time, we like a certain amount of order, sameness, and routine in our lives.

People differ in the amount of change and fresh experience they need. There are some who seem to like a well-routinized life, with little variety. In contrast, there are those at the other extreme who have little stability in their plan of living. Either extreme is unfortunate.

Need for money--Nearly all of us have the desire to get a good job because we need money and what it can buy--food to satisfy our hunger, shelter from the weather, clothes to protect our bodies. We want more than that; we want luxuries too, e.g., attractive clothes, entertain friends, a nice house, furniture, television set and car.

Need to conform--Society has certain rules--some are written, some are unwritten. We learn to conform to some; we learn little by little to conform to many more. Because of our need for security, for a sense of worth, and for good relationships with others, we are moved to conform in many ways which are not so rigorously demanded of us. We all feel inclined to follow somewhat that same patterns of dress, speech, and living arrangements as are prevalent in the groups in which we live.

There is some danger in being so much overwhelmed by the need to conform that we do not dare to be ourselves. It is good to be aware of how other people carry on their lives and to make suitable adjustments to the ways of others, but we should never let fear of the opinion of others dominate our lives.

Need to care for others--Many feel the need to give help to the person who is suffering, in want of something, or unable to care for herself/himself, and many feel need to take care of those for whom we have personal responsibility.

This need, unselfish, and the essence of high humanity, is certainly one of the marks of mobility in a person and while it asks a great deal of her/him, it rewards him/her in the breadth of feeling, the warmth of her/his relationships with others, and even in the sense of worth that it gives her/him.

Need for social ties, social acceptance--Desire to be generally well liked; to conform to custom, to join groups, to live socially, to be accepted by a group in any form, to make contacts.

How knowledge of these needs can help you:

1. It should give you more understanding of your own behavior and that of others.
2. It should give you help to make better use of your opportunities for a happy and well-adjusted life.
3. It should make you be more intelligent in the way you react to others.

Directions: Read each word or statement and check the (+) column if it is an important value; check (-) if it is unimportant to you at this point in your life. When you have finished, rank the ten most important values in the space provided at the left of each word or statement.

VALUES CLARIFICATION EXERCISE

NOW, THINK AHEAD 20 YEARS AND PREDICT HOW YOUR VALUES MAY CHANGE. WHICH ONES DO YOU THINK WILL CHANGE? WHICH ONES DO YOU THINK WILL NOT CHANGE?

	(+)	(-)
_____ 1. Acceptance	_____	_____
_____ 2. An exciting life	_____	_____
_____ 3. Self-respect	_____	_____
_____ 4. Love	_____	_____
_____ 5. Rock concerts	_____	_____
_____ 6. Education	_____	_____
_____ 7. Family life	_____	_____
_____ 8. Financial security	_____	_____
_____ 9. Peace in the world	_____	_____
_____ 10. Sports car	_____	_____
_____ 11. Pleasure	_____	_____
_____ 12. Freedom	_____	_____
_____ 13. Good physical health	_____	_____
_____ 14. Religion	_____	_____
_____ 15. Independence	_____	_____
_____ 16. Cleanliness	_____	_____
_____ 17. "Partying"	_____	_____
_____ 18. Honesty	_____	_____
_____ 19. Spectator Sports	_____	_____
_____ 20. Participation in sports	_____	_____
_____ 21. Courtesy and helpfulness	_____	_____
_____ 22. Sense of humor	_____	_____
_____ 23. Intelligence	_____	_____
_____ 24. Clothes	_____	_____
_____ 25. Good job	_____	_____

PROBLEM SOLVING

We face struggles all through life--learn ways in which to react to problems. Now, we all have patterns of reaction just as your handwriting. Technically, these patterns are called "mental mechanisms." They are used in solving every problem that faces us from eating an apple to choosing a vocation for our future. Some of them lead to facing the problem squarely while others tend to make us "detour" around the problem. Some are essential for good mental health, others are signs of serious mental illness. Some are defense mechanisms, while others are escape mechanisms.

Mental Mechanisms: Below are listed some of the important mental mechanisms that people use in reacting to problems.

1. Identification: (Hero Worship)
Imitate those around you--mother, father, national heroes, teachers, bosses, etc.

This goes on throughout life--when we fall in love, we find ourselves believing as she or he does. When we join a group, we accept their ideas and want to be like them.

It is a sign of being mentally healthy if we do a certain amount of this imitating. We don't want to be different or apart from the group.

Identification can be harmful if it can really be called self-deception. Example: Joan Brown is popular. I walk and look like Joan Brown; I am popular. It is also harmful if we imitate persons who are not worthy of imitating or if we imitate adult activities while we are still immature and relatively irresponsible.

2. Compensation: (A way of making up for the lack of some specific ability, whether this lack is real or imaginary.) Examples:

Don't feel satisfied in school work--try out for a sport or some other co-curricular activity where you may be able to excel.

If your mental ability is average--work harder to get good grades.

Blind people--compensate by using "sixth sense."

Parent doesn't spend much time with children--tries to compensate by buying them off with gifts or extra use of the car.

This mechanism can be good or bad, depending upon how it is used.

3. Rationalization: Mechanism by which you justify and find the way you think, feel or act in order to maintain your feeling of personal worth (poor excuse). Forms are:

- A. Saving face--defending and excusing oneself by giving plausible, but untrue, reasons for failure. These are not through abilities but face-saving deceptions.
- B. Sour grapes--defending and comforting oneself for not being able to attain something by saying it was not worth doing.
- C. Self-justification--making up of plausible but false reasons to explain why we do what we do.
- D. Sweet-lemon--a sweet response to a situation that is very bitter--can be valuable where improvement is impossible. This mechanism is a form of detouring around the problem, and is, therefore, harmful if used too often.

4. Transference: Shifting attitudes from the original cause to another person, thing, or idea that is not the direct cause.

- A. Positive--transferring feelings of attachment or approval.
- B. Negative--transferring dislike or disapproval.

Reasoning is wrong in either case because similar traits do not make similar personalities.

5. Projection: Transferring a fault of ours to someone or something else.

We hate most of the faults in others that are our very own faults.

6. Daydreaming: A form of escape when not followed by purposeful action.

Can help you through a bad time--gain courage by being able to hope for the future.

Can lead to new ideas--Edison.

Should be of possibilities--should deal with future, not past.

Should not keep you from your duty--your job--your studying.

Work toward the goal should follow daydreaming.

7. Regression: Mechanism by which an adult goes back to a childish form of behavior when faced with a problem.

A. Older people--excessive recall of past experiences.

B. Younger people--employing methods that were successful in childhood. Example:

Using foul language and stamping around when reprimanded by boss.

8. Repression: Refusing to think a problem through--forget it--refuse to think about it at all.

Some psychologists say that nothing is ever forgotten pushed down into subconscious mind and exerts an influence on our personality and behavior. Example:

Man who was afraid of dogs pushed away the original fright incident--forgot it.

Better to face facts--see them clearly and decide what can be done about them. Don't try to run away from them.

9. Suppression: Hiding things from others.

Does not suggest that one always tell all, but just don't cover things up if the situation suggests that something be said about it.

10. Alcoholism: Escape from a world in which wants and cravings have not been satisfied into a seemingly trouble-free world. The intoxicated person is unable to carry on normal living.

Alcoholism never really solves problems because when one sobers up, one is more maladjusted than ever.

11. Illness: Another form of escape for many kinds of difficulties. Fear and worry may lead to actual symptoms of an illness. By assuming illness or actually becoming ill, people avoid facing the problems and difficulties at hand--no satisfactory escape that way.

We should think about the past enough to learn from it; think about the future enough to prepare for it; but, chiefly, live so as to get the most out of the present.

MODULE IV

REFERENCE SOURCES

BOOKS

- Chapman, E. (1983). Your Attitude is Showing. 155 North Wacker Drive, Chicago, Illinois 60606: Science Research Associates, Inc.
- Kimbrell, G. & Vineyard, B.S. (1981). Succeeding in the World of Work. 809 W. Detweiller Drive, Peoria, Illinois 61615: Bennett & McKnight, Glencoe Publishing Company.
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- Simon, S., Howe L. & Kirschenbaum, H. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. 10,000 Culver Boulevard, Dept. 55, Culver City, California 90232-0802: Social Studies School Service.

WORKBOOK

- Kimbrell, G. & Vineyard, B. (1981) Activities Manual for Succeeding in the World of Work. 809 W. Detweiller Drive, Peoria, Illinois 61615: Bennett & McKnight, Glencoe Publishing Company.

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FILM

- CRM McGraw-Hill. Your Attitude is Showing. P.O. Box 641, Del Mar, California 92014-9988: Chapman 1983. (Color 18-1/2 minutes.)

FILMSTRIPS

- Guidance Associates. Stress: The Time Bomb Within. Communications Park, Box 3000, Mount Kisco, New York 10549-0900: Author, 1985.
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- Sunburst Communications. Me Power: Building Self-Confidence. 39 Washington Avenue, Pleasantville, New York 10570-9971: Author, 1984.



COOPERATIVE HOME ECONOMICS EDUCATION

MODULE V

THE ROLE OF GOVERNMENT

UNIT 1 PHILOSOPHY OF OUR SYSTEM OF TAXATION

UNIT 2 FEDERAL AND STATE INCOME TAXES

UNIT 3 SOCIAL SECURITY SERVICES

MODULE V

COMPETENCIES

Upon completion of this module, the student should be able to demonstrate the following competencies in the classroom and/or at work by:

Compiling a list of federal, state, and local taxes.

Passing a test on Worker's Compensation, Unemployment Insurance and Disability Insurance with a grade of 70%.

Completing her/his state and federal income tax forms with 100% accuracy.

Writing a report on Social Security--its history, benefits and problems.

Computing the cost of mandated worker benefits to the employer.

MODULE V

TEACHING AND REINFORCING
BASIC SKILLS

The following basic skills are taught and/or reinforced in this module:

READING

Critical comprehension
Literal comprehension
Inferential comprehension
Vocabulary building

WRITING

Organization of ideas
Sentence structure
Composing skills

MATHEMATICS

Problem solving
Computation (Basic Operations)

COMMUNICATION

Speaking clearly
Speaking to convey a message
Listening skills

MODULE V THE ROLE OF GOVERNMENT

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to list and explain ten examples of federal, state, and local taxes.	Lecture on the various kinds of taxes levied by federal, state, and local government. Differentiate between direct and indirect taxes; between progressive and regressive taxes.
The student will be able to describe the insurance plans provided for her/him and the benefits of these plans.	For one week, have students list all the local, state, and federal taxes paid by them and their family members. Have them include all purchases, gasoline, entertainment, newspapers, clothing, food, transportation, magazines, and bills (telephone, electricity, gas, and water.). What was the total amount of taxes paid? Do you think this is a fair amount to pay? Why or why not? Discuss Tax Terms. Divide class in half. Have teams take turns defining terms. Lecture on the government insurance plans (Workmen's Compensation, Unemployment Insurance, and Disability Insurance.) Who pays for them? At what rate? Of what benefit are they to the employee? The employer? Have FHA/HERO members sponsor a meeting concerning taxes and insurances which affect them as teenage employees. Invite other students in the school who are already in the work force and are affected by these same items.

UNIT 1 THE PHILOSOPHY OF OUR SYSTEM OF TAXATION**EVALUATION TECHNIQUES**

Using, Classification of Taxes According to Type, have students complete blanks.

Quiz on insurance plans.

REFERENCES & RESOURCES

From School to Work. Littrell.
Chapter 20. B.V.12.

Succeeding in the World of Work.
Kimbrell & Vineyard. Chapter .
B.V.12.

Classification of Taxes According
to Type worksheet. B.V.9.

Tax Terms Definition sheet.
B.V.10.

MODULE V THE ROLE OF GOVERNMENT

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to explain the functions and philosophy of the I.R.S.	View and discuss I.R.S. film "The Subject Was Taxes." Invite a speaker from the I.R.S. to discuss the functions and philosophy of I.R.S. During the speaker's presentation have students take notes on the following areas: The function of I.R.S., taxpayer rights and responsibilities, and the fairness or unfairness of tax collection. Have students read <u>Understanding Taxes</u>, a student booklet, and answer the "Questions on I.R.S. Information."
The student will be able to correctly complete a federal and state tax return.	Using teacher prepared transparencies of W-2 and W-4 forms and teacher designed tax return problems in outline form, have students take turns filling in the information with the class assisting by supplying the information. Following the same procedure, walk students through completing an income tax form.

UNIT 2 THE INTERNAL REVENUE SERVICE

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Film:

The Subject Was Taxes.
Internal Revenue Service.

Guest speaker:

I.R.S. representative

The student will write a short essay on what she/he has learned from the speaker. The student should be able to state where and how to obtain assistance in completing tax forms.

The student will correctly complete selected exercises in Understanding Taxes.

The student will complete "Questions on I.R.S. Information" quiz.

Using their W-2 form, have students complete their forms for federal income tax and state income tax.

Understanding Taxes. Internal Revenue Service. B.V.12.

Questions on I.R.S. Information quiz. B.V.11.

DON'T FORGET!

In September, write to the Internal Revenue Service, P.O. Box 25866, Richmond, VA 23260, and request a current classroom set of Understanding Taxes.

MODULE V THE ROLE OF GOVERNMENT

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to explain the basic idea of the social security system.	Invite a speaker from the district Social Security Office to talk about the history of social security, how it works, types of benefits, the importance of having a social security number, who pays for it, the future of social security, and any recent changes that have been adopted. Discuss the advantages of having a federal social security program. Do students think the maximum amount of cash benefits for retirement is adequate? Why? Why will the cost of social security continue to rise?
The student will be able to list the benefits offered by social security and determine eligibility of persons requesting services.	Collect pamphlets and folders that are available from a local social security office and prepare a bulletin board display. Examples of titles that may be obtained for free public distribution are: <u>If You Become Disabled</u>, <u>If You're Self Employed</u>, <u>Reporting Your Income for Social Security</u>, <u>Social Security and Cash Tips</u>, <u>Social Security Careers</u>, <u>Social Security Credits--How You Earn Them</u>, <u>Social Security Information for Young Families</u>, <u>Social Security Survivor's Benefits</u>, and <u>Women and Social Security</u>. Divide class into small groups. Have each group read and briefly summarize important points from the publications listed. Invite a social studies teacher to speak to the class regarding the background of the Social Security Act and discuss why the act was passed and amended, the philosophy upon which it is based, the constitutional grounds for such legislation, and varying public opinions concerning it.

UNIT 3 SOCIAL SECURITY SERVICES**EVALUATION TECHNIQUES**

Students will evaluate in writing the points made by the speaker and list five facts they learned about the social security system.

Using teacher designed family case studies, have students determine for each situation, what social security benefits the family could receive. Class evaluates results.

Students write report on the social security system.

REFERENCES & RESOURCES

Guest speaker:
Representative from the District Social Security Office.

Social Security Pamphlets.
U.S. Department of Health and
and Human Services. B.V.12.

Guest speaker:
Social studies teacher

MODULE V THE ROLE OF GOVERNMENT

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to compute the cost of social security to the employer and to the employee.	View the film, <u>The Social Security Story</u>. Discuss the following questions based on information from the film. What happens to the reports of earnings employers send in? How are earnings records kept? What should you do if you lose your social security card? Have each student ask her/his employer to explain deductions that are taken from her/his paycheck. How are these deductions determined? What portion of the earnings is for social security? How much does the employer pay?

NOTES :

UNIT 3 SOCIAL SECURITY SERVICES**EVALUATION TECHNIQUES**

The student will evaluate the film in terms of interest and information by completing the worksheet provided by the teacher.

Given a hypothetical situation, the student will compute the social security deduction for the employee and the amount the employer must pay for the employee.

REFERENCES & RESOURCES

Film:
The Social Security Story.
U.S. Department of Health
and Human Services. B.V.12.

NOTES :

CLASSIFICATION OF TAXES ACCORDING TO TYPE

Taxes are classified according to the way they are related to the tax base or the thing taxed. The three classifications for taxes are progressive, regressive, and proportional.

Progressive taxes increase as the tax base gets larger. As the base decreases in size, the rate of tax also decreases.

Regressive taxes take more in proportion from those with low incomes than from those with high incomes.

Proportional taxes keep the same tax rate no matter what the size of the tax base.

Consider the taxes listed below. Check the column which best describes each tax. Add a dozen taxes of your own selection. Mark each according to its classification.

<u>Type of Tax</u>	<u>Progressive</u>	<u>Regressive</u>	<u>Proportional</u>
Income			
Sales			
Property			
Gasoline			
Cigarette			
Alcoholic beverages			
Movie tickets			
Airline tickets			
<u>Other</u>			

TAX TERMS

1. Apportioned - Taxes divided among states.
2. Customs - Duties or taxes on goods brought into the nation.
3. Direct - Any tax paid directly to the government by a tax payer.
4. Estate - A tax placed on an estate before it is divided by the heirs.
5. Excise - A tax on the manufacture, sale, or use of goods or services.
6. Graduated - Any tax based on one's ability to pay.
7. Income - Tax paid on net income.
8. Indirect - Tax which is included in the product price paid by a consumer.
9. Inheritance - Taxes on items in the estate of one who has died.
10. Luxury - Taxes placed on so-called "luxury" goods.
11. Payroll - Taxes deducted from a worker's wages
12. Progressive - Taxes which increase as the amount of income or some other tax base rises.
13. Property - Taxes paid by the owners of real property.
14. Proportional - Taxes in which the rate stays the same at all levels of income.
15. Regressive - Taxes which increase as income or tax base decreases.
16. Sales - A tax imposed by state or local governments on the value of goods or services bought or used.
17. Surtax - An added tax based on a percentage of the original tax.
18. Tariffs - Taxes on goods imported for resale.
19. Toll - A tax or fee paid for use of a bridge or road.

QUESTIONS ON I.R.S. INFORMATION

1. What two things determine whether or not you must file a tax return?
 - a.
 - b.
2. What does earned income include?
 - a.
 - c.
 - b.
 - d.
3. What is the maximum amount a single person can earn and not have to file a return?
4. What is the deadline date for filing a Federal income tax return?
5. Who is included under filing status single?
 - a.
 - c.
 - b.
 - d.
6. Each person you claim as a dependent has to meet five tests. Briefly describe each.
 - a.
 - b.
 - c.
 - d.
 - e.
7. Explain the Privacy Act of 1974.

MODULE V

REFERENCE SOURCES

BOOKS

Kimbrell, G. & Vineyard, B.S. (1981). Succeeding in the World of Work. 809 W. Detweiller Drive, Peoria, Illinois 61615: Bennett & McKnight, Glencoe Publishing Company.

Littrell, J.J. (1984). From School to Work. South Holland, Illinois: Goodheart-Willcox Company.

WORKBOOK

Understanding Taxes. Internal Revenue Service Publication No. 21, Richmond, Virginia: Internal Revenue Service, current edition.

PAMPHLETS

U.S. Department of Health & Human Services. Social Security Pamphlets. Social Security Administration, Washington, D.C. 20402: U.S. Government Printing Office, current materials. (Or call 800 number of district office.)

FILMS

U.S. Department of Health & Human Services. Social Security Story. Social Security Administration, Washington, D.C. 20402 (14 minutes).

Internal Revenue Service. The Subject Was Taxes. Contact local office.



COOPERATIVE HOME ECONOMICS EDUCATION

MODULE VI

MAKING THE MOST OF YOUR INCOME

- UNIT 1 FINANCIAL PLANNING
- UNIT 2 SAVINGS AND INVESTMENTS
- UNIT 3 BANKING SERVICES
- UNIT 4 ALL ABOUT CREDIT
- UNIT 5 IMPORTANCE OF INSURANCE
- UNIT 6 GOOD CONSUMER PRACTICES = EXTRA \$

MODULE VI

COMPETENCIES

Upon completion of this module, the student should be able to demonstrate the following competencies in the classroom and/or at work by:

Developing a planned spending program that will meet her/his needs and provide for some type of savings.

Developing and evaluating a list of services from financial institutions.

Correcting and accurately operating a checking account.

Defining various types of credit and explaining which would be best for personal use.

Identifying the basic types of insurance and selecting the specific kinds of insurance to meet her/his own present and future needs.

Listing the steps to consider before making a purchase.

Compiling a list of consumer groups and agencies and stating how each helps the consumer.

MODULE VI

TEACHING AND REINFORCING
BASIC SKILLS

The following basic skills are taught and/or reinforced in this module:

READING

Critical comprehension
Literal comprehension
Inferential comprehension
Vocabulary building

WRITING

Organization of ideas
Sentence structure
Composing skills

MATHEMATICS

Problem solving
Computation (Basic Operations)

COMMUNICATION

Speaking clearly
Speaking to convey a message
Listening skills

MODULE VI MAKING THE MOST OF YOUR INCOME

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to explain reasons for record keeping as a step toward budgeting.	Ask students to guess how much money they have in their wallets or purses. How many guessed correctly to the exact penny? Quarter? Dollar? In order to develop realistic attitudes about money and to learn how to plan a workable budget, have students complete worksheet, "Family Money." Follow with class discussion.
The student will be able to list fixed and flexible expenses.	Lecture on difference between fixed and flexible expenses. Refer to "Budget Explanation Sheet."
	Prepare a pie chart that indicates how an average family divides its income. Discuss important points regarding family spending. Include necessity of portioning income to cover larger expenses.
The student will be able to devise an individualized spending plan.	Following the budget construction exercise, have students share their plans with partners or others in the class. Have them rate the similarities, differences, and the adjustments that would have to be made to resolve unrealistic entries.
The student will be able to list ways in which new financial responsibilities and/or inflation may cause a revision of a budget.	Discuss the following: How do financial responsibilities change as one gets older? When (if ever) is it all right to spend more than the amount budgeted? Why do people spend more than they can afford? How does inflation affect you? View and discuss "Spending What You Earn." Filmstrip.

UNIT 1 FINANCIAL PLANNING**EVALUATION TECHNIQUES****REFERENCES & RESOURCES**

Family Money worksheet. B.VI.23.

Students complete budget worksheet for an imaginary family of four.

Succeeding in the World of Work.
Kimbrell & Vineyard. Chapter 11.
B.VI.37.

Budget Explanation Sheet.
B.VI.24.

Budget worksheet. B.VI.25.

Using the income from their job training stations, have the student calculate a budget including fixed and flexible spending as well as a savings plan.

Report back to class on adjustments made to improve budget.

Students list five main points made by filmstrip.

Filmstrip:
Spending What You Earn.
Bennett & McKnight. B.VI.37.

MODULE VI MAKING THE MOST OF YOUR INCOME

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to list reasons for saving.	Discuss reasons why people save. Be sure the list includes reasons, such as emergency, loss of job, travel and recreation, education, security, purchases, etc. Have students brainstorm how people can make their money work for them. Be sure the list includes savings accounts, certificates of deposit, treasury notes, savings bonds, profit-sharing mutual funds, IRA, tax shelters, Christmas and vacation clubs, real estate, stocks and bonds, insurance, etc. Discuss each method of saving in terms of what each is, the degree of risk, rate of return, safety and liquidity. Invite an investment broker or financial counselor to speak to the class on investments. Have students analyze and discuss contents of the financial pages of a newspaper.

UNIT 2 SAVINGS AND INVESTMENTS

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Assign a group of students to develop a bulletin board display of savings advertisements.

Based on class discussion, students prepare questions for guest speaker.

Given an article on a topic about financial matters, the students will write a short report on the key points of the article.

Guest speaker:
Investment broker
Financial counselor

Newspapers

MODULE VI MAKING THE MOST OF YOUR INCOME

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to list and describe a variety of banking services.	Bring in news item on a bank robbery or other item involving a bank. Using this item, stimulate a discussion of banks, in general, and lead students to a discussion of the usefulness of banks. Collect banking advertisements from local newspapers and analyze. Identify the promotional schemes used by different banks.
The student will be able to compare the opportunities to earn money through savings and investments.	Clip advertisements of savings plans at banks and savings and loan associations, credit unions and investment firms. Compare the deposits required for each interest rate. Which savings plan pays the highest interest on the least amount required? Compare the rate of interest with the length of time the money must remain on deposit. Which agencies advertise insurance for savings? Does this make a difference in the interest rate? What is FDIC? Compare a savings and loan institution with a bank. Discuss the types of accounts available and the advantages and disadvantages of each. List possible savings goals for teenagers and single adults.
The student will be able to list the advantages and disadvantages of a checking account.	Begin class holding play money in one hand and blank checks in the other. Offer both to class. Stimulate a discussion on which one students would prefer to have and use. Determine advantages and disadvantages of having a checking account.

UNIT 3 BANKING SERVICES

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Newspapers

Students list and explain why banks use a variety of methods to obtain customers.

Have students write a brief report on how they intend to begin their savings/investment plans. They should explain their plans, citing advantages and disadvantages.

Booklets from local banks on banking services.

Booklets from local Savings and Loan Associations on services provided to customers.

From School to Work.
Littrell. Chapter 17.
B.VI.37.

MODULE VI MAKING THE MOST OF YOUR INCOME

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
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The student will be able to write and endorse a check and reconcile a checkbook.

Invite a bank official to class to discuss checking accounts. You may want to give her/him a topic, such as "The Use of Technology (computers, television, etc.) in Maintaining an Account."

Using What Everyone Should Know About Checking Accounts, or another reference, have students answer the "Checking Account Questions," and discuss.

Hand out "Checking Problem." Provide each student with the following: Nine blank checks, two register pages, and one deposit slip. Complete problem, using the facts discussed previously. Stress the importance of keeping one's checkbook balanced.

Use a microcomputer with a checking account program. Have students work through the program to solve the problem.

UNIT 3 BANKING SERVICES

EVALUATION TECHNIQUES

Students write how the information mentioned by the speaker helped them to better understand banking services.

Students complete checking account assignment neatly and accurately.

To practice skills, suggest to students that they ask parents if they can balance the family checking account for a couple of months.

Note: Since privacy of the family must be protected, no class report should be required on this project.

REFERENCES & RESOURCES

Guest speaker:
Representative from a bank or savings and loan association.

What Everyone Should Know About Checking Accounts. B.VI.37.

Checking Account Questions Worksheet. B.VI.26.

Checking Problem. B.VI.27.

MODULE VI MAKING THE MOST OF YOUR INCOME

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to identify the types and sources of consumer credit.	Brainstorm the advantages and disadvantages of using credit. Have students investigate and evaluate the types of credit available in the community. Include banks, savings and loan institutions, finance companies, credit unions, department stores, pawnbrokers, merchants, bank credit cards, etc. Have them research the types of accounts available, requirements for obtaining credit, the interest or carrying charges and the advantages and disadvantages of each. Develop a list of questions a person may ask before deciding to use credit. Students read and discuss Chapter 13, <u>Succeeding in the World of Work</u> and/or Chapter 18 in, <u>From School to Work</u> .
The student will be able to explain the terms used in obtaining and using credit.	Lecture and discuss "A Glossary of Credit Terms."
The student will be able to list criteria that make a good credit rating.	Discuss the functions of your local credit bureau or credit reporting agency. What is a credit rating? How can you lose a good one? What types of information is a credit bureau likely to have on file about you? What are your rights and remedies under the Fair Credit Reporting Act?

UNIT 4 ALL ABOUT CREDIT

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Students develop a list of questions to use before using credit. Review with teacher. Keep in student notebook.

Quiz on material selected by teacher.

Have students do "Credit Problems." These exercises will review interest and percentages, will demonstrate the cost of using credit, and will show students the importance of reading contracts.

Succeeding in the World of Work.
Kimbrell & Vineyard. B.VI.37.

From School to Work. Littrell.
B.VI.37.

A Glossary of Credit Terms.
B.VI.28-30.

Credit Problems. B.VI.31-33.

MODULE VI MAKING THE MOST OF YOUR INCOME

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to describe her/his current use of credit and the ways she/he may use credit in the future.	Have class investigate and discuss the consequences of failing to meet credit obligations. What is credit delinquency? What are creditors' remedies for delinquency? What steps can debtors take to meet their obligations when they cannot make payments according to the terms of the contract? What happens when personal bankruptcy is declared? Have students debate the pros and cons of credit and/or the following statement, "Debtor's Prisons Should Replace Bankruptcy Laws."

NOTES :

UNIT 4 ALL ABOUT CREDIT**EVALUATION TECHNIQUES****REFERENCES & RESOURCES**

Have students prepare a list of the ways they currently use credit. Then have them add to the list the ways they plan to use credit in the next five years. Have them write a paragraph on how they will use credit wisely. Share with class.

NOTES :

MODULE VI MAKING THE MOST OF YOUR INCOME

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to list and describe the four main types of insurance.	Make a class file of insurance advertisements. Sources include newspaper, magazines, and mail received by students, their families, and teachers. Classify the advertisements under life, health, auto, or property. Which methods of propaganda are used in the advertisements?
	Explain the purpose of insurance in a long-range financial plan and how it provides financial protection.
The student will be able to explain the terms used in the insurance field.	Lecture and discuss basic types of insurance. <u>From School to Work</u> , Chapter 19, and/or <u>Succeeding in the World of Work</u> , Chapter 18. Have students complete "Insurance Terms."
	Brainstorm to list as many major hazards to financial security as you can. For each hazard listed describe a general type of insurance which would lessen financial burdens. Make sure the list includes the following hazards: Unemployment, injury, accidents, illness, death at a premature age, and unexpected financial needs of the elderly after retirement.
The student will be able to explain the basic types of automobile insurance coverages.	Have a local insurance representative speak to the class about the types of insurance young people should have.

UNIT 5 IMPORTANCE OF INSURANCE

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Have students prepare a short report on no-fault insurance. Include reasons why this state has this method of settling claims.

Succeeding in the World of Work.
Kimbrell & Vineyard. B.VI.37.

From School to Work. Littrell.
B.VI.37.

Insurance Terms worksheet.
B.VI.35.

Have students interview adults to identify kinds of insurance needed by families. Have them study resources to identify the characteristics of various types of policies available for each kind of insurance.

Students prepare questions for the speaker.

Guest speaker:
Representative from a local insurance firm.

Students evaluate speaker in terms of information given which was helpful to them.

MODULE VI MAKING THE MOST OF YOUR INCOME

PERFORMANCE OBJECTIVES

SUGGESTED LEARNING ACTIVITIES

Discuss the following situation. You have just had an accident while driving a friend's car. The car is damaged and your arm is hurt. You have no insurance. Your friend has liability insurance. How can this situation be resolved?

Have students do a comparative study of car insurance. Students may work in pairs and contact several local agents or offices. Have them price the cost of one year's coverage for 18 year old females and males. Use the same coverage data for each company. Have results written up in chart form and compare with rest of class.

NOTES :

UNIT 5 IMPORTANCE OF INSURANCE**EVALUATION TECHNIQUES****REFERENCES & RESOURCES**

Students write report
on current car insurance.

NOTES :

MODULE VI MAKING THE MOST OF YOUR INCOME

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to demonstrate an understanding of the rights and responsibilities of the consumer by writing a letter to the Better Business Bureau.	Discuss and elicit examples of the four basic consumer rights: right to be informed, to choose, to safety, and to be heard. Discuss the statement: "With each right comes responsibility." Bring in samples of letters in newspapers from "Trouble Shooting" column. Invite a representative from the Better Business Bureau to talk to class about the Bureau's role in protecting the consumer.
The student will be able to list and explain groups and agencies which assist consumers.	Brainstorm agencies that protect the consumer and discuss what each does. Students read and discuss Chapter 7, <u>Succeeding on Your Own</u>. Have an FHA/HERO chapter sponsored forum for community persons on "Your rights as a Consumer." View and discuss filmstrip, "The Wise Consumer." What are the ways individuals can protect themselves against consumer fraud? What are the steps in reporting fraud? Demonstrate/lecture the effects of advertising on consumers and the forms of propaganda advertisers use. Include name-calling, association, image-building, snob appeal, group appeal, etc. From magazines or newspapers, clip examples of propaganda. Use poster board to mount each clipping with the phrase that identifies the form of propaganda.

UNIT 6 GOOD CONSUMER PRACTICES = EXTRA \$

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Simulate a consumer problem and have students write a letter to the Better Business Bureau or other consumer agency. List points of information to include in the letter.

Newspapers

Students will write a short report on the points made by the speaker and explain how this talk will enable them to be better consumers.

Guest speaker:
Representative from the Better Business Bureau

Using different problem situations, have students decide for each one which group or agency would be appropriate to go to for help.

Succeeding on Your Own.
Rieken & House. B.VI.37.

Filmstrip:
The Wise Consumer.
Bennett & McKnight.

Have students clip advertisements from magazines and newspapers. Have them analyze them as to what type of appeal they portray.

MODULE VI MAKING THE MOST OF YOUR INCOME

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
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The student will be able to recognize and describe advertising techniques.

Find a magazine ad that you consider especially effective. Have students describe the ingredients that make it appealing.

Assign students to watch television for an hour, keeping track of the commercials. How many ads were there in an hour? How many minutes in the hour did they take? Were there any commercials for products that are or could be harmful to people? If so, what were they? In class, have students work in groups and compare their answers to find the average number of commercials per hour and the average number of minutes used. Conclude that everyone is affected by advertising.

The student will be able to list the steps to take and consider before making any major purchase.

A motivation approach to consumer education may be through the purchase of a used car. Students should be able to transfer and apply information from this experience to the selection of any major purchase. Discuss the points that should be checked before purchasing a used car and the advantages of comparison shopping for cars and insurance. How can comparison shopping help you buy more wisely?

The student will be able to compile and describe ways consumers select which item they will buy.

Discuss the ways in which consumers can make the best choices. Include factors, such as supply and demand, making long-range buying plans, planning your shopping, advantages and disadvantages of buying by mail and door-to-door sales. What are some of the specific influences on your buying habits? In what ways have peer groups influenced your buying?

UNIT 6 GOOD CONSUMER PRACTICES = EXTRA \$

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Magazines

Homework:

Have students choose an advertisement from television and answer the following questions:

1. What is the product being advertised?
Briefly describe the commercial.
2. What is the problem that the commercial says you have?
3. How will the product help solve the problem?
4. Does the commercial say or suggest that in addition to solving the problem, you will derive other benefits from using the product?

Students compile list of questions they should ask and information the ad already gives.

Newspaper ads of used cars being sold privately and dealership ads.

Students compile a list of factors that influence their personal buying habits.

MODULE VI MAKING THE MOST OF YOUR INCOME

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to recognize the types of sales held as promotionals and identify which type is most beneficial to the consumer.	Discuss the differences among clearance sales, stimulation sales, seasonal sales, and traditional sales. Provide students with a calendar of sales held at the stores in your area and when they occur. Use role-play to dramatize returning unsatisfactory merchandise, buying a \$300 product from a door-to-door salesperson, and engaging in bait-and-switch tactics.
The student will be able to evaluate the quality of an item and relate this to the purpose the item will serve.	Discuss ways to judge quality. Have students give examples to show when it would be wise to buy top, medium, or low quality. How do you decide what qualities of goods and services to buy for different purposes?
The student will be able to differentiate between warranties and guarantees.	Discuss warranties, seals of approval and brand names that are found on merchandise. How do warranties differ from guarantees?

UNIT 6 GOOD CONSUMER PRACTICES = EXTRA \$

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Students describe in writing or orally the most recent item they purchased on sale and identify which type of a sale was being held.

Calendar of Sales. B.VI.36.

Display a variety of tags and labels and have students analyze them for the information provided.

Collection of tags and labels from a variety of merchandise.

Given an item to purchase, with a description of how that item will be used, student will list all the steps she/he would take before making a final purchase. (Include questions to be asked, label information, self-examination of product, warranties/guarantees, etc.)

Samples of warranties and guarantees.

FAMILY MONEY

Test your attitude toward money in these family situations by circling the answer that best describes your reaction to the following statements:

SA = Strongly Agree A = Agree Somewhat U = Undecided
D = Disagree Somewhat SD = Strongly Disagree

- | | | | | | |
|--|----|---|---|---|----|
| 1. The father should be in charge of the family finances. | SA | A | U | D | SD |
| 2. The family should save money by keeping it in a container that can be opened easily at home. | SA | A | U | D | SD |
| 3. Parents should pay children for the A's they receive on their report cards. | SA | A | U | D | SD |
| 4. Children should be paid different allowances based upon their ages. | SA | A | U | D | SD |
| 5. Children should be paid for doing extra jobs around the house. | SA | A | U | D | SD |
| 6. Parents should be able to use the money they saved for their children's college fund to buy a new family car. | SA | A | U | D | SD |
| 7. A child who has been disobedient should not be given her/his allowance. | SA | A | U | D | SD |
| 8. The family does not need to keep receipts for items purchased. | SA | A | U | D | SD |
| 9. The family should keep a record of expenses to see how the money is being spent. | SA | A | U | D | SD |
| 10. When the family does not have the money to buy an item, they should charge it. | SA | A | U | D | SD |
| 11. The family should use grocery-fund money when they want to eat out. | SA | A | U | D | SD |
| 12. Rich families do not need to budget their money. | SA | A | U | D | SD |
| 13. Before a family buys an item, they should stop to think, "Do we really need this?" | SA | A | U | D | SD |

BUDGET EXPLANATION SHEET

-
1. Housing: rent, repair, household supplies, furnishings and equipment
 2. Utilities: phone, water, heat, gas, electric
 - 3&4. Loans/Credit Accounts: debts - loans, charge accounts
 5. Food: home and away
 6. Transportation: car expenses, bus, other
 7. Savings: bonds, cash savings, emergency, Christmas clubs
 8. Clothing: garments, fabric, accessories, altering, repairing
 9. Health: doctor, dentist, medicine
 10. Insurance: life, property, health, car
 11. Contributions: church, community
 12. Dues: union, associations, other
 13. Personal: haircuts, cosmetics, tobacco, candy, drinks, newspapers, magazines, books, greeting cards, etc.
 14. Gifts: relatives, friends
 15. Miscellaneous Job Expenses: uniforms, special shoes, etc.

BUDGET

NAME: _____

DAY-TO-DAY EXPENSES

Food \$ _____
 Transportation _____
 Savings _____
 Clothing _____
 Medical & Dental _____
 Gifts & Contributions _____
 Recreation _____
 Miscellaneous _____
 Job Expenses _____
 Household Operation _____
 & Maintenance _____
 Education _____
 Other _____
 TOTAL \$ _____

SET-ASIDES

Emergencies &
 Future Goals \$ _____
 Seasonal Expenses _____
 Insurance _____
 TOTAL \$ _____

REGULAR MONTHLY EXPENSES

Rent/Mortgage \$ _____
 Utilities _____
 Installment Payments _____
 Other _____
 TOTAL \$ _____

DEBT PAYMENTS

Loans \$ _____
 Credit Accounts _____
 TOTAL \$ _____

GRAND TOTAL \$ _____

Are you living within your income?

CHECKING ACCOUNT QUESTIONS

1. Name and define three types of checking accounts.
 - a. _____
 - b. _____
 - c. _____
2. What are five advantages of having a checking account?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
3. What is the purpose of a signature card? _____
4. A check register is your up-to-date record of a checking account. Why is it a good idea to fill in the register before you write each check? _____
5. What are "automatic savings"? _____
6. Why are erasures or writeovers unacceptable on checks? _____
7. What is the meaning of the numbers on the upper right side of checks? _____
Lower numbers? _____
8. To what do the magnetic ink characters on the lower left of a check refer? _____
9. There are three ways to endorse a check. Describe each.
 - a. Blank endorsement: _____
 - b. Full endorsement: _____
 - c. Restricted endorsement: _____
10. If your name is spelled incorrectly on a check, how should you endorse it? _____
11. What is the meaning of "reconciling" your account? _____
12. What are the seven steps in the life of a check? _____

13. How long should you keep canceled checks? What is a certified check? _____

CHECKING PROBLEM

1. Write the following nine checks; prepare a deposit slip; reconcile your checkbook.
2. Remember to deduct check fee of ten cents per check and the monthly charge of fifty cents.
3. Use today's date on checks and deposit slip.
4. Write checks in ink only.
5. Your current balance is \$371.43.

<u>CHECK #</u>	<u>TO WHOM</u>	<u>FOR WHAT</u>	<u>AMOUNT</u>
14	Mr. I. C. Mooney	Washer repair	\$ 26.25
15	ABZ Realty Company	This month's rent	\$ 270.00
16	Public Service Electric & Gas Co.	Gas and Electric	\$ 19.81
	DEPOSIT -----		\$ 460.33
17	N.J.B.T. Co.	Telephone	\$ 16.40
18	Edison Bank	Car payment	\$ 109.08
19	Dr. Will Fixit	Checkup	\$ 15.00
20	Madison Square Garden	Concert tickets	\$ 35.00
21	Bamberger's	Christmas gifts	\$ 92.43
22	Allstate Insurance Co.	3 months car insurance	\$ 60.61

What is your balance after all transactions
have been made?

\$ _____

GLOSSARY OF CREDIT TERMS

- ACCELERATION CLAUSE- a statement in a contract that makes all remaining payments due with the default of a single payment.
- ADD ON CLAUSE - an open-end clause in which the seller retains title to all goods purchased until the last item purchased is paid in full.
- ALLOCATE - set aside for a purpose.
- ANNUAL PERCENTAGE RATE (PERCENT PER ANNUM) - actual yearly rate of interest. According to law, this rate as well as the total dollar amount must be stated by the store or organization offering credit.
- BANKRUPTCY - declaration of an individual's insolvency whereby the debts are discharged through legal procedures.
- BUDGET CHARGE ACCOUNT - plan which allows purchaser of an item to pay only a small portion of her/his bill each month, extending payment over a three-to-twelve month period.
- CAPITAL - the money available to spend and invest; total net worth.
- CARRYING CHARGES - the regular payments on principal and interest as specified by the contract, e.g., monthly mortgage payments.
- CASH CREDIT - a loan from a bank or loan company where the borrower immediately receives the cash sum agreed upon subject to the terms of the contract.
- COLLATERAL - property set aside or deposited as security to insure the fulfillment of a contract or obligation.
- CREDIT - buying things and paying for them later or borrowing money and repaying the loan later.
- CREDIT CARDS (CHARGE CARDS) - numbered cards authorizing credit purchases. Two basic types are available: (1) limited purpose, e.g., gasoline charge card; (2) general purpose, issued by a bank or other organization. The merchant bills the credit-card company which, in turn, bills the customer, e.g., American Express, Visa.
- CREDIT INSURANCE - insurance which pays what is owed if the borrower should die or become disabled prior to fulfilling the contract.

CREDIT RATING - appraisal of standing ability and willingness to pay bills and fulfill obligations.

CREDIT RISK - chance of loss to the creditor through nonpayment of a debt.

CREDIT UNION - a cooperative association that makes loans to its members at low interest rates. A small entrance fee and dues are usually required of members.

CREDITOR - the person or organization providing credit to the borrower.

DEFAULT - failure to carry out the terms of a contract or to pay when due.

DEFERRED PAYMENT - series of divided payments on a contract to be made at future designated times.

DISCRETIONARY INCOME - amount of income a person or family has left after all essential expenses have been met.

FINANCE CHARGES - total amount charged for use of credit. Includes interest and other service charges.

FINANCE COMPANY - company specializing in small loans, often to people not usually considered good credit risks.

FORFEIT - to let go - to give up security or item financed to a creditor when an obligation is not met.

GARNISHMENT - a court order requiring part of the debtor's wages to be paid to a creditor.

GUARANTEE - an agreement by which a company or organization promises to make the consumer secure in the possession, continued performance, etc., of something; same as warranty.

INSTALLMENT CREDIT - extended for purchase of somewhat expensive items to be paid for over a fairly long period of time. A contract is usually involved which specifies number of payments, size of payments, and when they are to be made. Often called installment plan or budget plan.

INTEREST - charge for rental of borrowed money - usually a percentage of the amount borrowed.

LATE CHARGES (DELINQUENCY CHARGE) - an extra charge levied when an installment payment is not made on time.

- LIABILITY - a debt - an amount owed whether payable in money, property, or services.
- LIQUID ASSETS - wealth easily convertible to cash, e.g., stocks, bonds.
- MATURITY DATE - day the last payment of a contract is due.
- OPEN LINE OF CREDIT - an agreement whereby a customer can write checks above bank balance up to a pre-established limit. Interest is charged only on the amount above the balance not repaid in 30 days. Often called "checking to overdraft."
- PASSBOOK (BANKBOOK) - book in which a bank enters a record of deposit.
- PASSBOOK LOAN - loan made by borrower on one's own savings at a low rate of interest.
- PAWNBROKER - one who loans money on the security of personal property pledged in her/his keeping.
- PRINCIPAL - total amount of money invested, borrowed, loaned, etc., not including interest or service charges.
- PROMISSORY NOTE - written promise to pay on demand or at a fixed future time (usually 60-90 days) the amount owed to a specified person.
- REPOSSESSION - taking back of goods by the seller because time payments have not been made. Remaining payments may still be owed.
- REVOLVING CHARGE - open-end credit plan with an agreed-upon maximum. Percentage of bill must be paid monthly; interest charged on unpaid balance.
- SECURITY - something given as proof that credit payments will be made, e.g., a house, a car, a life insurance policy.
- SERVICE CHARGES - charges added to the interest for services rendered, e.g., bookkeeping, investigation, late payments, service charge on a revolving charge account.
- SERVICE CREDIT - enables customer to use a service and pay for it later, e.g., visits to doctor, use of gas and electricity.
- TITLE - paper showing proof of legal ownership
- WARRANTY - see GUARANTEE.

CREDIT PROBLEMS

1. Bill, who makes \$200.00 a week, is in debt \$3,900 for a car, household furniture, and a color television set. He is having trouble paying his bills. He decides to seek help and finally makes an arrangement with a company that advertises as giving "Debt Counseling Service," but is really in business to make money from people with financial problems.

Under the arrangement, Bill is to pay the company \$25.00 a week. The firm is to divide Bill's \$25.00 weekly payment among his creditors. The firm promises to work with the creditors and induce them to accept smaller payments spread over a longer period of time.

Bill signs a contract, stating he agrees to pay the company a service fee of 15 percent of his outstanding debt.

- A. How much did it cost Bill to use this service? \$ _____
 B. Did the firm lend Bill money? _____
 C. Just what service did the firm perform for Bill? _____
 D. Do you think this is a good solution to Bill's problem? Why or why not? _____
 E. What suggestions would you have for Bill? _____

2. Ed needs \$1,200 and arranges to borrow it at a bank. The finance charge is \$84.00. He will pay off the loan in 12 monthly installments.

- A. What is the total amount he will pay back? \$ _____
 B. How much will each installment be? \$ _____

3. Rod wants to buy a car on time that is listed at \$800.00. He agrees to pay \$75.00 a month for 12 months.

- A. How much will the car cost? \$ _____
 B. How many dollars does the credit cost? \$ _____

4. Here are the prices paid by four people who bought Solid State Deluxe Portable Stereos for which the cash price was \$95.00. How much did each pay for the stereo and how much did credit buying cost each one?

Mr. Smith borrowed \$95.00 from a bank. He paid the bank \$8.75 a month for 12 months. Total cost: \$ _____
 Cost of buying on credit: \$ _____

Mrs. Jones bought hers at a mail order store. She paid \$9.40 a month for 12 months. Total cost: \$ _____
 Cost of buying on credit: \$ _____

CREDIT PROBLEMS--(CONTINUED)

Mr. Perry went to a discount store. He paid \$10.20
a month for 12 months.

Total cost: \$ _____
Cost of buying on credit: \$ _____

Mrs. Walker bought hers from a door-to-door
salesperson. She paid \$3.00 a week for 52
weeks.

Total cost: \$ _____
Cost of buying on credit: \$ _____

WHAT DO THESE FIGURES TELL YOU?

5. Bob is buying a motorcycle list priced at \$400.00 for \$472.00. He will pay \$40.00 down and the balance in 12 equal installments.

A. The monthly payment is \$ _____
B. The finance charge is \$ _____
C. The interest rate is _____ %

6. X charges 10% interest and would loan \$500.00 with nothing down and \$25.00 a month for 24 months.

Y charges 12% interest and would loan \$500.00 with \$75.00 down and \$39.66 a month for 12 months.

Z charges 15% interest and would loan \$500.00 with \$60.00 down and \$46.16 a month for 12 months.

A. Which is the best buy? X Y Z

B. How much is the finance charge in your choice above?

7. Debbie wants to buy silverware using credit. The set costs \$379.00. Debbie pays \$25.00 down and will pay \$11.00 for 42 months.

The finance charge is: \$88.00 \$180.00 \$108.00 \$18.00

CREDIT PROBLEMS--(CONTINUED)

8. Mrs. Williams signed a contract for a "Family Portrait Plan." The contract was for \$50.00. She didn't talk it over with her husband because the salesperson said this was only a two-hour special that would not be available later. About a week later she was most dissatisfied with her "bargain." She found she could have had photographs taken at a local studio for less money. She did not get as many photos as the salesperson had promised; she did get as many as the contract called for.

A. What three things did Mrs. Williams do wrong?

1. _____
2. _____
3. _____

B. Will Mrs. Williams have to pay for the pictures? Why or why not?

CREDIT PROBLEMS (Answer Key)

1. A. \$585.00
B. No
C. Consolidated bills
D. No, because he's further in debt.
E. Should have sought free help.
2. A. \$1,284.00
B. \$107.00
3. A. \$900.00
B. \$100.00
4. A. \$105.00 \$10.00
B. \$112.80 \$17.80
C. \$122.40 \$27.40
D. \$156.00 \$61.00
E. Cheaper to borrow
from bank.
5. A. \$36.00
B. \$72.00
C. 18%
6. A. Y
B. \$50.92
7. \$108.00
8. A. 1. Didn't talk it over
2. Didn't check other prices
3. Signed contract before reading
B. Yes - legal contract

INSURANCE TERMS

Directions: Each of the terms/phrases below refers to a particular type of insurance--auto, health, life, or property. Check the appropriate column for each term.

Terms	Auto	Health	Life	Property
Annuity				
Bodily Injury Liability				
Collision				
Comprehensive				
Emergency Room Treatment				
Endowment				
Family Income				
Fire				
Homeowner's				
Hospitalization				
Laboratory Fees				
Limited Payment				
Major Medical				
No-fault				
Property Damage Liability				
Straight				
Surgical Expense				
Tenant's Insurance				
Term				
Theft				

CALENDAR OF SALES

- January - Winter clothing, lingerie, linens and housewares.
- February - Winter items--skis, ski clothing, skates, sleds and men's long-sleeved shirts. Also, many stores feature bedding, glassware and silver. Some luggage makers have their annual sales.
- March - Spring clothes--pre-season sales are held.
- April - After Easter--most stores slash prices on spring clothes.
- May - Summer clothes--pre-season sales.
Spring cleaning--household supplies may be on sale.
- June - Late in the month, summer clothes may be on sale (cities in particular). Furniture--new models come out in July and stores want to sell old style.
Frozen foods.
- July - After July 4th, drastic reductions on summer clothes. Air conditioners and sporting goods are usually on sale. Traditional time for sales of colognes and perfumes.
- August - Clearance time on cars since new models will be coming out. Also, any remaining summer clothes and sporting goods will be at clearance prices.
- September - Promotional sales on back-to-school clothes and supplies. These are even cheaper at the end of the month.
- October - Fishing equipment--end of season sales. Also, early Christmas shopping sales.
- November - Winter clothes--stores want to cut inventories and this way they get people to buy for holiday shopping.
- December - Just before Christmas, many items are placed on sale. The week after Christmas, prices are further reduced. Since car sales are usually slow in December, dealers will often cut prices to make a sale.

This is the traditional calendar still followed by many merchants. However, competitive marketing practices today often cause some merchants to offer a greater variety and frequency of sales approaches.

MODULE VI

REFERENCE SOURCES

BOOKS

Kimbrell, G. & Vineyard, B.S. (1981). Succeeding in the World of Work. 809 W. Detweiller Drive, Peoria, Illinois 61615: Bennett & McKnight, Glencoe Publishing Company.

Littrell, J.J. (1984). From School to Work. South Holland, Illinois: Goodheart-Willcox Company.

Rieken, J. & House, G. (1986). Succeeding On Your Own. Orlando, Florida 32887: Harcourt Brace Jovanovich, Inc.

PAMPHLET

What Everyone Should Know About Checking Accounts. (1974). Greenfield, MA: Channing L. Bete Company.

FILMSTRIPS

Bennett & McKnight. Spending What You Earn. (Succeeding in the World of Work series) 809 W. Detweiller Drive, Peoria, Illinois 61615.

Bennett & McKnight. The Wise Consumer. (Succeeding in the World of Work series) 809 W. Detweiller Drive, Peoria, Illinois 61615.



COOPERATIVE HOME ECONOMICS EDUCATION

MODULE VII

YOU, YOUR EMPLOYER, AND CO-WORKERS

UNIT 1 EMPLOYEE RESPONSIBILITIES

UNIT 2 EMPLOYER RESPONSIBILITIES AND EXPECTATIONS

UNIT 3 INTERPERSONAL RELATIONSHIPS

MODULE VII

COMPETENCIES

Upon completion of this module, the student should be able to demonstrate the following competencies in the classroom and/or at work by:

Listing the rules and regulations of her/his work establishment.

Establishing a good attendance record.

Being a productive worker with a positive attitude (employer evaluation).

Completing a Job Station Report following the outline given.

Describing problems which have occurred at their job station and listing possible solutions.

Communicating effectively, orally and in writing, with employer, supervisor, co-workers and the general public.

Listing the responsibilities each employer has to her/his employees.

MODULE VII

TEACHING AND REINFORCING
BASIC SKILLS

The following basic skills are taught and/or reinforced in this module:

READING

Critical comprehension
Literal comprehension
Inferential comprehension
Vocabulary building
Location-study skills

WRITING

Organization of ideas
Sentence structure
Editing
Composing skills

COMMUNICATION

Speaking clearly
Speaking to convey a message
Listening skills

MODULE VII YOU, YOUR EMPLOYER, AND CO-WORKERS

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to list five character traits that are expected of an employer.	Hand out Desirable and Undesirable Personality and Character Traits. Have students check all traits that apply to their character. Discuss each positive trait in depth for its usefulness in employee-employer relationships. On what outward evidence might an employer be able to judge you on these traits?
The student will be able to identify the problems facing the new employee as seen by the employer.	Ask a local employer to speak on the problems of young, beginning workers. What does the company expect of beginning workers? Does the company have a program to help new workers? Discuss procedure for evaluation of workers. Hand out "The Ten Commandments" by a Wise Employer and discuss it in terms of employer expectations.
The student will be able to assume the role of the employer in a simulated situation and realistically present management problems.	Using a large piece of brown paper on a wall, list headings of the following employer expectations: honesty, cooperation, initiative, enthusiasm, willingness to learn and follow directions, dependability, acceptance of criticism, and loyalty. Discuss each expectation and have a student record notes under each heading. Collect samples of and discuss with students the various forms employers use to evaluate employees.

UNIT 1 EMPLOYEE RESPONSIBILITIES

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Have students pick a negative attitude they sometimes see in themselves. Have them spend a week acting in a positive way. At the end of the week, they should write a paragraph on their attempt to change a negative attitude to a positive one. Have students list some of the people with whom they reacted as part of their assignment. Discuss in class.

Students should write a one page essay on how listening to the guest speaker will help them to be a better employee.

Desirable and Undesirable Personality and Character Traits worksheet. B.VII.12.

Guest speaker:
Local employer

The Ten Commandments (By a Wise Employer). B.VII.13.

Have each student assume the role of her/his employer. Task: Some of your employees are not living up to your expectations. Write the reasons for that expectation in memo form to all employees. The memo should also include: the problem, how business is being affected, how the situation should be changed, what will happen if there is no change. Have students read memos aloud to class. Discuss.

Using rating sheet, have students rate themselves according to the scale provided.

Samples of forms used by employers to evaluate employees.

Rate Yourself on the Following Items worksheet. B.VII.14.

MODULE VII YOU, YOUR EMPLOYER, AND CO-WORKERS

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to demonstrate an awareness of the responsibilities employees have to employers.	Brainstorm qualities of responsibility that employers desire in employees. Be certain suggestions include the following: good health, management of personal life, punctuality, lack of absenteeism, effective use of time, use of good business etiquette, understanding company policies, ethical behavior, etc. Discuss each quality as it relates to all job clusters.
The student will be able to list rules common to all working establishments.	Using employee's handbooks from various training stations, discuss the rules or policies that apply to employees. Talk about why companies must have rules and regulations.
The student will be able to report on the background of their work establishment.	Using the outline, Report on Job Station, have students prepare a report on their job station. Students should request literature from their employer about company. Have each student select the two lowest ratings she/he received on the employer evaluation and prepare an improvement plan. Compare with ratings on next evaluation.

UNIT 1 EMPLOYEE RESPONSIBILITIES**EVALUATION TECHNIQUES****REFERENCES & RESOURCES**

Have students list ways that they practice good job ethics at their specific training stations.

Students list rules common to all employers. Students list rules followed only by their employer. Class discussion.

Student select aspect of report she/he found most interesting and give oral report to the class.

Prepare self-improvement plan.

File of employer handbooks collected from as many companies as possible.

Report on Job Station outline.
B.VII.15.

MODULE VII YOU, YOUR EMPLOYER, AND CO-WORKERS

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to investigate possibilities for advancement in their career.	Introduce the concept of job clusters by placing major headings of areas of employment in Home Economics on magnetic board. Briefly explain what a job cluster is--how it organizes job types. Give students cards on which titles of jobs are placed. Have them put the job under the proper title. Have the students identify the entry-level jobs, those requiring one or two years of education beyond high school, and those that require four or more years of advanced training. Ask them to identify jobs under different headings that have similar learning (latticing).
	Have FHA/HERO members review the State projects. Choose one which can be developed into a project focusing on a special interest within a home economics related occupation.
The student will be able to list home economics jobs and draw a career ladder for each.	Discuss advantages of preparing for jobs where skills and education can transfer.
	View and discuss any films concerning job clusters you may obtain from local or state libraries.

UNIT 1 EMPLOYEE RESPONSIBILITIES

EVALUATION TECHNIQUES

Assign project on career ladders and lattices, using references, such as Dictionary of Occupational Titles and Occupational Outlook Handbook. Have each student choose a career cluster and list all the possible jobs available with the amount of education and/or training required. Career clusters are: Child Care and Development, Food Service, Clothing and Textiles, Interior Design and Furnishings, Institutional and Household Maintenance, Family and Community Services.

Each week have students design and prepare a bulletin board depicting a different occupational cluster.

Class teams take turns preparing the bulletin board.

Students will be able to describe ten different home economics related jobs and list the career ladder of each, beginning with an entry level employee to the owner of the company.

Students complete a teacher designed worksheet or write a critique on each film or filmstrip shown.

REFERENCES & RESOURCES

Dictionary of Occupational Titles. U.S. Department of Labor. B.VII.16.

Occupational Outlook Handbook. U.S. Department of Labor. B.VII.16.

New Jersey Cooperative Home Economics Education Handbook. Part A, Section I.

#5 Consumer, Homemaking and Personal Services. Bennett & McKnight. B.VII.16.

Exploring Careers in Home Economics. Rosen. B.VII.16.

Filmstrip:
Challenging Careers: New Opportunities for Women.
Guidance Associates. B.VII.16.

Filmstrip:
No Boundaries: Equal Career Opportunities for All.
Guidance Associates. B.VII.16.

MODULE VII YOU, YOUR EMPLOYER, AND CO-WORKERS

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
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The student will be able to identify responsibilities of an employer to the employee.

From the employer, a worker may expect payment of salary; safe working conditions, training, introduction to other workers; honesty; explanation of company rules, regulations, and policies; notification of changes; evaluation; and discipline if rules are broken or if responsibilities are not carried out. Employers are required to pay into the worker's social security account. The employer may also be required to contribute to federal and state unemployment funds for the benefit of employees. Discuss each of the employer's responsibilities as it relates to each student at her/his job site. What would you do if you thought you were being treated unfairly?

Invite one or more speakers who can share their own experiences on the topic of employees' expectations of their employers.

UNIT 2 EMPLOYER RESPONSIBILITIES AND EXPECTATIONS**EVALUATION TECHNIQUES**

Have students answer the following: Of the things you can reasonably expect of an employer, which do you feel are most important? Rank them in order. Discuss.

REFERENCES & RESOURCES

Film:
The Social Security Story.
U.S. Department of Health
and Human Services. B.V.12.

Write a short report on how the speaker helped you to understand the employer's responsibilities to you.

Guest speaker(s):
Shop steward
Union representative
Experienced employee

MODULE VII YOU, YOUR EMPLOYER, AND CO-WORKERS

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to recognize reasons why it is important to get along with employers and co-workers.	Unlike friends, whom you choose, co-workers cannot be chosen, so it is imperative that students endeavor to get along with all co-workers. Discuss traits in people that are liked by everyone; encourage students to utilize these traits on the job. Using brainstorming, have students suggest ways to avoid problems with co-workers. List should include the following: admit mistakes, say you are sorry, be punctual, do your share, learn to work with others, learn to work alone, be adaptable, follow directions, respect company property, and control your emotions. Avoid the following: practical jokes, arguments, gossip, making people worry, and being nosy. Develop case situations to illustrate each way cited above.
The student will be able to describe problems at their work stations and list possible solutions.	Selected chapters from <u>Your Attitude is Showing</u>.
The student will be able to demonstrate the ability to act positively with the public.	Select a variety of "picture people" that could represent the public with which students may come in contact. Label each "picture person" as to customer, patient, parent, child, etc. Provide a situation for each picture with a few brief descriptive sentences. The situations will set the stage for the students to react to the case problems or concerns. Some of the situations may be similar to ones the students have described to the teacher through conferences or written reports. Have class critique student reactions--would they help or harm the employer and her/his business?

UNIT 3 INTERPERSONAL RELATIONSHIPS

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Have students describe situations where they become involved in co-worker disagreement. Decide as a class how these problems should be resolved.

Students will discuss and write a variety of solutions to the examples and case studies in the selected chapters.

Evidence of student's ability to act positively with the public will be evaluated by the employer and discussed in class as problems arise.

Your Attitude is Showing.
Chapman. B.VII.16.

Policy booklets collected from a variety of employers.

MODULE VII YOU, YOUR EMPLOYER, AND CO-WORKERS

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
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	Discuss the validity of the statement, "The customer is always right." Refer to employer policy booklets.
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NOTES :

DESIRABLE AND UNDESIRABLE PERSONALITY
AND CHARACTER TRAITS

Check any that apply to You, then have someone else rate you as she/he sees you. Have the other person use a different color pencil or pen. Add any others you may think of.

Accurate	Jealous	Self-conscious
Agreeable	Lazy	Selfish
Alert	Leader	Sincere
Ambitious	Loyal	Snobbish
Careful	Mannerly	Sociable
Critical	Optimistic	Spendthrift
Disagreeable	Patient	Stubborn
Efficient	Pessimistic	Sympathetic
Emotional	Persistent	Tactful
Enthusiastic	Positive	Tardy
Friendly	Possessive	Thrifty
Good Natured	Practical	Unsociable
Honest	Punctual	Vain
Indifferent	Quitter	
Impatient	Reliable	
Industrious	Rude	
Intelligent	Sarcastic	
Irritable	Self-confident	

THE TEN COMMANDMENTS

(By a Wise Employer)

- First - Don't lie. It wastes my time and yours. I am sure to catch you in the end, and that will be the wrong end.
- Second - Watch your work, not the clock. A long day's work makes a long day short, and a short day's work makes my face long.
- Third - Give me more than I expect, and I will give you more than you expect. I can afford to increase your pay if you increase my profits.
- Fourth - You owe so much to yourself you cannot afford to owe anybody else. Keep out of debt.
- Fifth - Dishonesty is never an accident. Good men, like good women, never see temptation when they meet it.
- Sixth - Mind your own business, and in time you'll have a business of your own to mind.
- Seventh - Don't do anything here which hurts your self-respect. An employee who is willing to steal for me is willing to steal from me.
- Eighth - It is none of my business what you do at night. But if dissipation affects what you do the next day, and you do half as much as I demand, you'll last half as long as you hoped.
- Ninth - Don't tell me what I'd like to hear, but what I ought to hear. I don't want a valet for my pride, but one for my purse.
- Tenth - Don't kick if I kick. If you're worth correcting, you're worth keeping. I don't waste time cutting specks out of rotten apples.

Name _____ Date _____

RATE YOURSELF ON THE FOLLOWING ITEMS

	High			Low		
	5	4	3	2	1	0
1. Attendance at the job						
2. Attendance at school						
3. Promptness on the job						
4. Accuracy of work						
5. Use of tools						
6. Use of materials						
7. Safety practices						
8. Wise use of time						
9. Initiative						
10. Responsibility (job)						
11. Responsibility (school)						
12. Cooperation						
13. Personal Appearance						
14. Effort at work						
15. Effort at school						
16. Self-improvement						

What mark do you think you should receive for this marking period? _____

What mark do you think you should receive from your employer? _____

What mark do you think you should receive from your school work? _____

What suggestions do you give for improving yourself either at work or in school?

- 1.
- 2.

REPORT ON JOB STATION

- I. COVER PAGE
 - A. Name of the company
 - B. Address of company
 - C. Your name
 - D. Date
- II. Introduction
 - A. Name of company
 - B. Name of owner or owners of company
 - C. Product they manufacture or services they provide
 - D. Number of employees
- III. History of business
 - A. Who founded the business
 - B. Date it was founded
 - C. Where it was founded
 - D. How has it changed over the years
 - E. Basic idea behind the company - company objectives
 - F. Chain of command
- IV. How do you apply for a position there?
 - A. Ways they recruit new workers
 - B. Application - include a sample
 - C. Who interviews job applicants
 - D. Other aspects of the application process
- V. Training
 - A. Who trains beginning workers
 - B. Steps in training - list training plan
- VI. EMPLOYEE DUTIES
 - A. What is your job title?
 - B. List your duties - explain each
 - C. What new things have you learned on the job?
 - D. Hours per week - wages
 - E. List other job titles at your place of employment
- VII. BENEFITS
 - A. Part-time employees
 - B. Full-time employees
 - C. Examples - discounts, sick days, bonus, unions, uniforms, etc.
- VIII. Safety practices you have learned on the job
- IX. Career possibilities with this business
- X. Advantages and disadvantages of this job (five of each)

MODULE VII

REFERENCES SOURCES

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Career Information Center. (1984). #5 Consumer, Homemaking and Personal Services. 809 W. Detweiller Drive, Peoria, Illinois 61615: Bennett & McKnight, Glencoe Publishing Company.

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Rosen, R. (1981). Exploring Careers in Home Economics. 10,000 Culver Boulevard, Dept. 55, Culver City, California 90232-0802: Social Studies School Service.

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U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook. Washington, D.C. 20402: U.S. Government Printing Office, current edition.

FILMSTRIPS

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Guidance Associates. No Boundaries: Equal Career Opportunities for All. Communications Park, Box 3000, Mount Kisco, New York 10549-900.



COOPERATIVE HOME ECONOMICS EDUCATION

MODULE VIII

PROGRESS ON THE JOB

UNIT 1 PAY INCREASES AND PROMOTIONS

UNIT 2 FACTORS THAT INFLUENCE PRODUCTIVITY

UNIT 3 TRAINING/EDUCATION ON AND BEYOND THE JOB

UNIT 4 ENTREPRENEURSHIP

MODULE VIII

COMPETENCIES

Upon completion of this module, the student should be able to demonstrate the following competencies in the classroom and/or at work by:

Listing the skills and personal relationship/characteristics that affect job progress.

Concentrating on the positive aspects of the job and increasing productivity (employer evaluation).

Demonstrating to the class one or more of the skills learned on the job.

Investigating the additional training and/or education needed to attain career goals.

Reporting on the advantages and disadvantages of owning one's own business.

Describing the steps to follow when considering entrepreneurship.

MODULE VIII

TEACHING AND REINFORCING
BASIC SKILLS

The following basic skills are taught and/or reinforced in this module:

READING

Critical comprehension
Literal comprehension
Inferential comprehension
Vocabulary building
Location-study skills

WRITING

Organization of ideas
Sentence structure
Composing skills

COMMUNICATION

Speaking clearly
Speaking to convey a message
Listening skills

MODULE VIII PROGRESS ON THE JOB

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to cite reasons why opportunities for advancement occur.	Have students volunteer to interview their parents and then describe the jobs she/he/they have, how they got started, and how they progressed to their current stages. What were their short and long-range goals? Did they move about from one company to another or did they move up the ladder in one company? How long did it take to reach their present position? What steps were taken to reach their present position? What are the rewards and disadvantages? Determine that seniority, knowledge on the job, quantity of work, initiative, perseverance, social skills, cooperation, ability to think, adaptability, training, and affirmative action are factors that contribute to promotions and pay increases.
The student will be able to list skills and personal relationships that affect job progress.	View and discuss "Progress on the Job." Review the skills and personal relationships that affect job progress.
The student will be able to offer solutions to case study problems that affect job progress.	Read and discuss Chapters 18 and 19 in <u>Your Attitude is Showing</u> .
	Divide class into four or five buzz groups. Have each group select a discussion leader and a reporter. Put a time limit on the discussion and direct the reporter in each group to give an oral solution to the following concern. What are the ways to improve one's opportunities for advancement?
	Sometimes advancement means leaving one job for a better one. Part of total career success involves the proper notification to your present employer of job changes.

UNIT 1 PAY INCREASES AND PROMOTIONS

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Have students prepare a list of their short, medium, and long-range goals. Have them state approximate times in their lives they wish to achieve these goals.

Students list ways in which the information in the film strip could be applied to their job.

Students write a variety of solutions to case study problems. Solutions presented to class. Class votes on most practical solution.

As a result of the buzz groups, students list ways to improve their opportunity for advancement.

Filmstrip:
Your Progress on the Job.
B.VIII.17. Bennett & McKnight

Your Attitude is Showing.
Chapman. B.VIII.17.
Bennett & McKnight

MODULE VIII PROGRESS ON THE JOB

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to have a copy of a letter format in her/his notebook for possible later use.	Ask students, "How do you leave a job with a good impression? (e.g., Appropriate time notice, good letter of resignation, etc.) Discuss with students the proper form and procedures for writing a letter of resignation. Display several examples of good letters of resignation.

NOTES :

UNIT 1 PAY INCREASES AND PROMOTIONS**EVALUATION TECHNIQUES****REFERENCES & RESOURCES**

Students list ways to resign gracefully.

Have students write sample letter of resignation. Correct and place in notebook.

Succeeding in the World of Work.
Kimbrell & Vineyard. B.VIII.17.

NOTES :

MODULE VIII PROGRESS ON THE JOB

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to explain how certain aspects of life deter progress.	Have students discuss the ways in which problems at home, poor health, alcoholism, drug abuse, and wasting time can limit productivity on jobs. Impress upon students that it is their responsibility to maintain good health, etc., in order that they may be productive.
The student will be able to see examples of the influence of human relations on productivity and relate to them.	Students read and discuss Chapters Chapters 5 and 6 in <u>Your Attitude is Showing</u> .
	Invite an employer or counselor to class to talk about the ways in which an employee's personal life affects her/his job performance.
The student will recognize the learning that takes place on the job and become aware of the job skills of others.	Using "Student Demonstration" have each learner demonstrate to the class a skill she/he has learned on the job. Solicit help from cooperating employer by asking that they allow the students to bring some demonstration materials from their place of work when appropriate.

UNIT 2 FACTORS THAT INFLUENCE PRODUCTIVITY

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Student discuss changes they could make to improve their jobs. Each student make a personal list of how she/he could be more productive.

Your Attitude is Showing.
Chapman. B.VIII.17.

Students list employer or counselor's suggestions for improving job performance while coping with personal problems.

Guest speaker:
Employer
Counselor

Students and teacher will complete rating sheet for demonstration.

Guidelines for Student Demonstrations. B.VIII.15.

Rating Sheet for Demonstrations.
B.VIII.16.

MODULE VIII PROGRESS ON THE JOB

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to recognize that the changing employment picture makes it necessary for the worker to continue learning in order to advance on the job or transfer to a completely different job.	Have the students clip pictures of emerging occupations and those that have or are becoming obsolete. What are some of the occupations in each category? Will you train for occupations for which there are openings? How much competition is there in the field of your choice?
	Invite a guidance or job placement counselor to talk about future job trends. Ask him for information on current job availability and shortages.
The student will be able to describe how a person's opportunity for earning increases with her/his amount of education and/or training.	Teacher lecture and discuss the correlation between education and money earned during a lifetime. Ask questions such as: Why you should continue your education even if you have a job? What are some of the availability training opportunities? Where can career information be found? How do you apply for an apprenticeship program? Does your present employer encourage further training? Does the employer compensate employee for cost of this training/education? If so, describe program.
	Teacher reviews with students <u>Succeeding in the World of Work. Chapter 20.</u>
The student will be able to describe the training/education required for selected jobs.	Using copies of <u>The Occupational Outlook Handbook</u> , have students select several occupations to review. They can report back to class on the education and/or training required.

UNIT 3 TRAINING/EDUCATION ON AND BEYOND THE JOB

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Students list jobs of the future and jobs that are becoming obsolete.

Guest speaker:
Guidance Counselor
Job Placement Counselor

Teacher selected exercises from Chapter 20.

Succeeding in the World of Work.
Kimbrell & Vineyard. B.VIII.17.

Written and/or oral report from each student on training/education required for selected job.

The Occupational Outlook Handbook. U.S. Department of Labor. B.VIII.17.

MODULE VIII PROGRESS ON THE JOB

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to complete a chart describing the training required for two selected jobs above.	Discuss vocational training, on-the-job training, and apprenticeship programs.
	Assist the students in describing Home Economics employment opportunities in each of the following job areas: clerical, service, professional and technical skilled, manual, and sales. Which areas offer on-the-job training for apprenticeships? For which areas would you need a vocational-technical or adult school education? Which areas would require two or four year college study?
	Students request information from employer on training opportunities within the company and/or courses paid for by the company.

UNIT 3 TRAINING/EDUCATION ON AND BEYOND THE JOB

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

#5 Consumer, Homemaking and
Personal Services. Bennett &
McKnight. B.VIII.17.

Have students select two careers using the following criteria: availability of jobs, student's interests, abilities, and opportunities for job preparation.

Students report to the class on training opportunities and educational benefits provided by their present employer.

MODULE VIII PROGRESS ON THE JOB

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to describe the advantages and disadvantages of owning and operating one's own business.	There are several ways to go into business for oneself. One can rent or buy a building, go into partnership with someone, buy an existing business, work at home, or invest in a franchise. Invite a small businesswoman/man to speak to the class on how she/he got started, capital needed, reasons for starting a business and the satisfactions and disadvantages of owning your own business. Teacher lecture and class discussion on entrepreneurship. Invite a representative from the Small Business Administration to talk about the services offered by them, such as counseling financial assistance, training, published materials, etc. Students prepare questions for the speaker. Review with teacher the day before.
The student will be able to list the steps necessary to start their own business.	View and discuss filmstrips 1 and 2, <u>Owning and Operating Your Own Business</u>.

UNIT 4 ENTREPRENEURSHIP

EVALUATION TECHNIQUES

Students write an essay which will include the most interesting facts mentioned by the speaker and how the talk was helpful to them.

Students list the services offered by the Small Business Administration.

Select one or two famous entrepreneurs and do a report about how they achieved success.

Following the filmstrips, have the students decide to start their own businesses. Research the following areas:

1. List all reasons why you want your own business.
2. Scan trade journals or books in any general field which appeals to you.
3. Decide on a type of business and list ways you might be able to achieve success in this type of business.

REFERENCES & RESOURCES

Guest speaker:
Owner of a business

Entrepreneurship Training Components. American Institute for Research. B.VIII.17.

Guest speaker:
Representative from the Small Business Administration.

Filmstrip:
Owning and Operating Your Own Business. B.VIII.17.
Guidance Associates

MODULE VIII PROGRESS ON THE JOB

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
FHA/HERO members develop a project in which they become entrepreneurs. Profits can be used for a special project or attendance at the State Convention.	
NOTES :	

UNIT 4 ENTREPRENEURSHIP**EVALUATION TECHNIQUES****REFERENCES & RESOURCES**

4. Determine how you are going to go into your own business.
5. Figure the cost to start and operate for six months.
6. How would you finance?
7. How would you determine location?
8. How would you locate employees and train them?
9. How would you handle taxes and insurance? What records would you keep?

NOTES :

Name _____

COOPERATIVE HOME ECONOMICS

Student Demonstrations

Now that you have worked for half the school year at your job, you are to demonstrate a skill to the class or share important knowledge pertaining to the type work that you are doing.

1. Decide on what you will do.
2. Organize your demonstration in detail and include the following:
 - (a) an introduction
 - (b) logical steps
 - (c) a summary
3. Prepare or obtain appropriate materials and/or visual aids. On the day of your presentation, plan to organize your materials before the class begins.
4. Practice your presentation.
5. List at least three ideas or techniques that you want the class members to learn from your demonstration.

You will be graded as follows:

Organization

Written..... 30 pts.

Oral 20 pts.

Presentation

Poise, voice, enthusiasm, ability to hold interest
of group 30 pts.

Materials 20 pts.

TOTAL 100 pts.

Rating Sheet For Demonstrations

Demonstrator: _____ Date: _____

Check appropriate column: 1 - Poor; 2 - Fair; 3 - Satisfactory
4 - Good; 5 - SuperiorAppearance

1. Neat and clean
2. Becoming dress
3. Posture
4. Poise

1	2	3	4	5

Organization

5. Introduction gives a clear picture of the purpose
6. Logical steps
7. Explanation adequate to explain the steps
8. Coordination of talk and motion
9. Summary

Presentation

10. At ease
11. Mature, sincere voice
12. Clear Enunciation
13. Enthusiasm
14. Self-control
15. Ability to hold your interest
16. Flexibility in meeting interruptions
17. Faces the audience and show each step at various stages

Materials

18. Well-organized
19. Appropriate
20. Complete

186

TOTAL

MODULE VIII

REFERENCES SOURCES

BOOKS

Career Information Center. (1984). #5 Consumer, Homemaking and Personal Services. 809 W. Detweiller Drive, Peoria, Illinois 61615: Bennett & McKnight, Glencoe Publishing Company.

Chapman, E. (1983). Your Attitude is Showing. 155 North Wacker Drive, Chicago, Illinois 60606: Science Research Associates, Inc.

Kimbrell, G. & Vineyard, B.S. (1981). Succeeding in the World of Work. 809 W. Detweiller Drive, Peoria, Illinois 61615: Bennett & McKnight, Glencoe Publishing Company.

U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook. Washington, D.C. 20402: U.S. Government Printing Office, current edition.

TRAINING MATERIALS

Entrepreneurship Training Components. Palo Alto, California: American Institute for Research.

FILMSTRIPS

Bennett & McKnight. Your Progress on the Job. (Succeeding in the World of Work series.) 809 W. Detweiller Drive, Peoria, Illinois 61615.

Guidance Associates. Owning and Operating Your Own Business. Communications Park, Box 3000, Mount Kisco, New York 10549-900.



COOPERATIVE HOME ECONOMICS EDUCATION

MODULE IX

YOUR PLACE IN THE COMMUNITY

UNIT 1 GOOD CITIZENSHIP

UNIT 2 COMMUNITY ORGANIZATIONS

MODULE IX

COMPETENCIES

Upon completion of this module, the student should be able to demonstrate the following competencies in the classroom and/or at work by:

Developing a list of the responsibilities of a concerned citizen in her/his community.

Describing the community organizations that are available to those people interested.

Writing an essay on "My Future Role in My Community."

MODULE IX

TEACHING AND REINFORCING
BASIC SKILLS

The following basic skills are taught and/or reinforced in this module:

READING

Critical comprehension
Literal comprehension
Inferential comprehension
Vocabulary building
Location-study skills

WRITING

Organization of ideas
Sentence structure
Composing skills

COMMUNICATION

Speaking clearly
Speaking to convey a message
Listening skills

MODULE IX YOUR PLACE IN THE COMMUNITY

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to demonstrate an understanding of the responsibility of being a concerned citizen by listing pertinent characteristics and deeds.	Have students complete a list of characteristics and deeds they feel make a person a good citizen. Lecture and discuss topic. Be certain list includes factors, such as registered active voter, obeying of laws, pride in community activities, helping others, political awareness, patriotism, civic and social activities that contribute to good of community/nation, awareness of local issues as demonstrated by reading a daily, local newspaper, etc.
The student will be able to analyze the personal qualifications and training needed to become a leader.	Invite a councilperson or freeholder to speak to the class on the current issues that face the local district. Also have her/him explain ways students can become informed and involved community members. Assist students in identifying qualities essential to leadership.
	Discuss and have students rate themselves as superior, above average, or low on the following leadership qualities: - Frequency with which others turn to us for advice. - Willingness to put group welfare above our own personal interests. - Extent to which we volunteer for extra assignments or initiate them ourselves. - Extent to which we follow projects through to their completion. - Ability to speak easily and accurately before groups. - Ability to think quickly before groups or in critical situations. - Extent and importance of leadership positions that we have already held.

UNIT 1 GOOD CITIZENSHIP

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

The student will describe
how she/he can become more
active in community affairs.

Guest speaker:
Councilperson
Freeholder

Have students formulate
steps to develop leadership
talents.

From School to Work. Littrell.
Chapter 22. B.IX.7.

MODULE IX YOUR PLACE IN THE COMMUNITY

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to explain the value of being a registered voter.	Using newspapers, voter mail, etc. assemble classroom directory of announced candidates showing their characteristics, qualifications, etc. Discuss. Assemble voting information by districts. Display on a chart: number of registered voters, party affiliation of voters, and recent election results. Have students locate polling places in the community.

UNIT 1 GOOD CITIZENSHIP

EVALUATION TECHNIQUES

Assign students to debate
the following: "To Vote
or Not to Vote."

or

Have students write an
essay on "Why Citizens
Should Vote."

REFERENCES & RESOURCES

Newspapers.
Collect voter mail.

MODULE IX YOUR PLACE IN THE COMMUNITY

PERFORMANCE OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
The student will be able to explain how community volunteer work offers the opportunity for a balance in one's life.	Poll class to find out if any students or members of their families participate in volunteer work, such as in hospitals, rescue squad, fire department, scouting groups, crime watchers, school board members, etc. Have volunteer speak to class about satisfactions of volunteer work.
The student will be able to identify the volunteer agencies in her/his community and know a brief background on each.	Have students identify all of the community volunteer agencies and assign each student to contact an agency, explore the benefits of the agency's volunteer service, and report to the class. Discuss how volunteer work helps you to meet new people in your present community or if you relocate. Have FHA/HERO members survey the community for a project in which they could become involved. It should reflect the goal, purposes, and/or program of work of the Association. Develop a Speaker's Bureau among FHA/HERO members. Contact organizations and offer to speak on the activities of the Association and how these opportunities are preparing members as community interested persons.

UNIT 2 COMMUNITY ORGANIZATIONS

EVALUATION TECHNIQUES

REFERENCES & RESOURCES

Have students select one volunteer organization and write why they would join that particular group.

Students report orally on community agencies.

Guest speaker:
Volunteer participant

Students write an essay on "My Future Role in My Community."

MODULE IX

REFERENCES SOURCES

BOOKS

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The following bibliography is a selected recent compilation of all the references used by the teacher-coordinators who served on the validation team for this publication.

Since the validation team represented a cross section of communities throughout the state, the references suggested by them as valuable for use in a cooperative home economics education program also represent those which will meet a cross section of student needs.

This is only a suggested list and should not be considered as complete.

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- Unit III: Do It Right. ED 195645.
- Unit IV: Applying for the Job. ED 195646.
- Unit V: Forms, Forms, Forms. ED 195647.
- Unit VI: Interviewing for the Job. ED 195648.
- Unit VII: Now That You've Got the Job--How Do You Keep It? ED 195649.
- Unit VIII: Budgeting--What to Do with Your Paycheck. ED 195650.
- Unit IX: Change Making. ED 195651.

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